REPORT RESUMES

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THE NEW YORK STATE ANNUAL EVALUATION REPORT FOR 1965-66 FISCAL YEAR, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965-TITLE I.

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THIS REPORT EVALUATES NEW YORK STATE'S COMPENSATORY EDUCATION ACTIVITIES ACCORDING TO THE FORMAT SPECIFIED BY THE OFFICE OF EDUCATION. THE FIRST SECTION DEALS WITH PROGRAM ADMINISTRATION AND DESCRIBES THE TYPES OF SERVICES OFFERED, DISSEMINATION OF DATA, EVALUATIVE PROCEDURES, MAJOR PROBLEM AREAS, PROJECTS THAT WERE NOT APPROVABLE, COORDINATION WITH COMMUNITY ACTION PROGRAMS, INTERRELATIONSHIP WITH OTHER TITLES OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, INTERDISTRICT PROJECTS, AND NONPUBLIC SCHOOL PROJECTS. A DESCRIPTION OF GUIDELINES AND PUBLICATIONS FOR IMPLEMENTING TITLE I PROGRAMS IS ALSO FURNISHED. THE SECOND SECTION PROVIDES STATISTICAL DATA FROM THE PROJECTS, LISTS OF MEASUREMENT INSTRUMENTS UTILIZED, INFORMATION ON TYPES OF PROJECTS FUNDED, AN ANALYSIS OF EFFECTIVE ACTIVITIES AND METHODS, AND A SUMMARY OF EXEMPLARY PROJECTS. ALSO DESCRIBED ARE LOCAL PROBLEMS, CHOICE OF PROJECT AREAS, AND METHODS OF INCREASING STAFF. A FINAL SECTION CONTAINS A GENERAL ANALYSIS OF THE TITLE I PROGRAMS. (DK)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 - TITLE I

The New York State Annual Evaluation Report for 1965-66 Fiscal Year

This report to be filed with the U.S. Office of Education in partial fulfillment of the requirement of the E.S.E. Act.

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Albany, New York 12224
December 15, 1966

THE UNIVERSITY OF THE STATE OF NEW YORK

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TABLE OF CONTENTS

Page

Introduction - Organizing New York State for the Elementary, Secondary Education Act of 1965 1

Part I - Administration

*1. Operations and Services 4

*2. Dissemination 5

3. Evaluation 6

*4. Major Problem Areas 12

*5. Implementation of Section 205 14

6. Coordination of Title I and Community Action Programs 15

*7. Inter-relationships of Title I with Other Titles of ESEA 17

*8. Cooperative Projects Between Districts 26

*9. Non-Public School Participation 30

*10. Supplementary Materials 33

Part II - Comprehensive Analysis

*1. Statistical Information (charts) 43

2. Establishing Project Areas 46

*3. Needs 46

*4. Local Education Agency Problems 48

*5. Most Prevalent Activities Funded 51

*6. Exemplary Projects 57

*7. Methods of Increasing Staff for Title I Projects 64

8. Measuring Instruments 65

*9. Analysis of Effective Activities and Methods 66

10. General Analysis of Title I 72

*Discussions are appended relating to programs involving handicapped children (schools under Public Law 89-313).

Page

Part III - Tabular Data

Table III - 1. The Number of Projects that Employed Standardized Tests and Other Measures Tabulated by Grade Level Grouping. 75

Table III - 2. Summaries of Effectiveness by Primary Objectives and by Grade Level Grouping for Selected Projects in Cultural Enrichment, General Elementary and Secondary Education, Guidance, Language Arts, Mathematics, Pre-Kindergarten, and Reading. 76

Table III - 3. Average Daily Attendance and Average Daily Enrollment for Selected Districts in New York State Participating in Title I Projects Compared with All Schools in the State. 85

Table III - 4. Worksheet for Determining Holding Power (As included in the federal outline, this table is a worksheet for Table III - 5 and as such is not included in this report.) 86

Table III - 5. Holding Power for Selected Districts in New York State Participating in Title I Projects Compared with All Schools in the State. 87

Table III - 6. 1965 Graduates and Percent Entering Institutions of Higher Education for Selected Districts in New York State Participating in Title I Projects Compared with All Schools in the State. 88

Table III - 7. Results for the Most Widely Used Tests in Skills Subjects. (See Appendix B for a partial treatment of these results.) 89

Table III - 8. The Five Most Commonly Mentioned Project Objectives Funded Under Title I in New York State with an Analysis of the Most Commonly Used Approaches to Reach These Objectives. 89

Appendix A

The New York State Guidelines and Publications for Implementing Title I Programs (See separate document)

Appendix B

Test Results of the 1965 Pupil Evaluation Program in New York State: Preliminary Overview 92

INTRODUCTION

Organizing New York State for the Elementary, Secondary Education Act of 1965

President Johnson's message on education in January 1965 was the impetus for an immediate meeting of New York State Education Department leaders to begin planning for the anticipated program. The Associate Commissioner for Educational Finance and Management Services was given the responsibility for planning Title I activities. He was to work closely with the Associate Commissioner for Elementary, Secondary and Continuing Education and the Associate Commissioner for Research and Evaluation. By February 2 there was some thought about organizing Title I of ESEA within the State as had been done with Title III of the National Defense Education Act. By mid-February it was realized that this concept was too narrow and the thinking eventually developed a more comprehensive approach suited to the broad scope of Title I, ESEA. Instructional, supervisory, and curriculum staff of the Department were involved in the planning, as well as personnel experienced in dealing with regulations and funding of the Vocational Education Act, the National Defense Education Act, and the like, as well as staff from the Office of Research and Evaluation and Statistical Services. By March 1965, preliminary suggestions for the implementation in New York State had been drafted, and by April 8 thoughts on possible staffing for the administration of Title I had been proposed. The Elementary and Secondary Education Act itself was introduced into the 89th Congress as public law 89-10 on April 11.

A statewide conference to clarify the intent and operation related to the Elementary and Secondary Education Act of 1965 was held in Chancellors Hall, State Education Building, Albany, on May 14,1965. Several hundred local administrators, public and nonpublic, attended the meeting. Presentations were made concerning the significance of the Elementary and Secondary Education Act itself, an overview of the Act, and each of Titles I, II, III, IV and V. Time for discussion and questioning was allowed, and much of the material was viewed by the total group on overhead projection. Copies of the charts were made available to those present as well as a workbook in which key questions were posed and on which each person present could make his own notes. This meeting clarified many aspects of intent and possible procedure. At the same time, it also revealed issues which led to later meetings, bulletins, and correspondence.

In mid-May, the Department planners became convinced that a separate office for Title I should be established under the jurisdiction of the Associate Commissioner for Elementary, Secondary and Continuing Education. The function of the office would be to receive and route proposals through appropriate specialized units, to receive proposals recommended for approval or disapproval, to advise districts accordingly and to refer projects to the Office of Educational Finance and Management Services in reference to reimbursement procedures. Early in June preliminary suggestions for the implementation of Title I in New York State had been drafted. On June 24, 1965 the then Chief of the Bureau of Education Guidance was appointed to the position of Title I Program Coordinator. He was charged with administering the approval process for proposals under Title I, coordinating the Department's responsibility for field supervision of projects in action and the evaluation plan devised with the Office of Research and Evaluation. The new Office was established and shortly thereafter additional personnel were secured to help the new Coordinator perform his many and arduous tasks. Simultaneously, the Educational Management Office was working on techniques for adapting the federal formula to the organization of New York State schools. Since the majority of schools (with the exception of New York City) cross county lines, a great deal of effort was involved in the development of a formula for allocation of funds to school districts.

In July 1965, final agreement was reached on evaluation operations based on the recommendations of the departmental _ad hoc_ advisory committee. The operations delineated the responsibilities of the Elementary and Secondary Education staff, Research and Evaluation personnel, Examination and Scholarship Center and the Title I Coordinator's Office. Responsibility was assigned to the Division of Evaluation for checking incoming proposals for adequacy of evaluative design, for checking final reports for the same purpose, and also for preparing the statewide report on Title I. It was decided also to give more attention to evaluation than the minimum that would be required by federal regulation. Notes were accumulated during the year and a pamphlet on "The Role of Evaluation in ESEA, Title I Projects" was prepared.

The federal regulations for Title I were received in draft form in July. In early October school districts were advised as to techniques for the identification of the educationally disadvantaged and the types of projects that appeared most suitable for funding under Title I. On October 14 the responsible Department personnel were informed concerning the internal budgeting of Title I funds for administrative purposes. Funds were allocated to all pertinent offices including Elementary, Secondary and Continuing Education, Educational Finance and Management Services, Research and Evaluation, the Regents Examination and Scholarship Center, Higher Education, Cultural Education, the Division of Law, Business Management and Personnel, and the Center on Innovation.

The rapid involvement of the State Education Department and local school districts in this new venture required the development of new procedures and publications to explain the mechanics and objectives of the legislation. Numerous regional and local meetings were held with representatives from groups such as various units in the State Education Department, local education agencies, private schools, community action agencies, and other state agencies. Numerous meetings were also held with representatives from the U.S. Office of Education. In preparation for these meetings a variety of publications were prepared explaining the specific factors of Title I, ESEA. Such publications included _Preliminary Guidelines for Title I, ESEA_, _Identifying the Educationally Disadvantaged_, and _Illustrative Programs Which Can Be Funded Under Title I_. Various memo-type publications were also written. Based upon oral and printed information from the U.S. Office of Education program proposal forms were developed and printed. These forms were distributed to local education agencies in December, 1965.

Cooperation of the New York State Office of Economic Opportunity and the Title I, ESEA, Office led to a series of regional meetings involving school administrators, community action personnel, and State Education departmental personnel to review common objectives and concerns and to determine how the needs of children and youth could best be met. In January 1966 a series of regional meetings was held throughout the State. The meetings were attended by local administrators and Title I coordinators. A special packet of informational material was presented to each person present. The staff of the Department used a series of transparencies for overhead projection to lead into discussion and questioning by those present at each regional meeting. This served to clarify many questions related to general principles, ideas for projects and details of administration.

In June 1966 the Office of Title I issued "ESEA Notes, Title I: New Opportunities Through Educational Services." The contents of the notes included the purpose of the Act, highlights, news of activities and suggestions for program developments and implementations.

The report which follows fulfills the obligation of New York State to file an annual evaluation report with the U.S.O.E. Accordingly the organization of the report follows the U.S.O.E. Annual Evaluation Report Outline. For each topic listed in the table of contents, the question or series of questions appearing in the federal outline is stated and the response provided by New York State immediately follows the question.

The required federal report also requests information on programs being implemented in state-operated and state-supported schools for handicapped children (PL 89-313). Information concerning these programs specifically is provided for the topics which are asterisked in the table of contents and in the body of the report.

PART I

*1. OPERATION AND SERVICES

In a few paragraphs, indicate the types of services that the State Educational Agency has provided to Local Educational Agencies (including site visits, regional conferences, consultants, data processing, etc.).

The gradual development of the New York State Title I, ESEA office into a functional unit took about six months. Dr. Irving Ratchick was appointed as Coordinator on June 24, 1965. The Associate Coordinators and dates of appointment are: Mr. Louis Pasquini, August 4, 1965; Mr. Frederick Kershko, December 23, 1965; and Mr. John House, January 6, 1966. These members of the office constitute the professional aspect of Title I programming. Supportive services are supplied by clerks, typists, and stenographers.

In addition, the Education Department has made available for Title I purposes all of the services and resources, at its disposal. Individual public and non-public school officials may avail themselves of these services and resources either through the office of the Coordinator of Title I, or by contacting directly the Department unit responsible for the service or resource desired, or by taking advantage of, and participating in, activities initiated by the Department.

Between the time when Congress passed Title I of the ESEA (April 1965) and the end of the year, the State Education Department organized more than 28 statewide and regional conferences to acquaint educational agencies with the purpose and intent of this Act as well as the practical problems which might be anticipated in its implementation. Attending these conferences were professional staff members of the Department, who either made presentations or acted as consultants, and educators selected because they were directly concerned with the implementation and operation of Title I projects. Each conference was intended to satisfy the particular needs of the selected educators who attended.

During the period January 1, 1966 through June 30, 1966, the Title I Office received 1,461 Title I proposals from local school administrators. Of these, 1,405 were approved, encumbering about 111 million dollars. Each proposal received was reviewed by the Offices of Research and Evaluation, by the Offices of Educational Finance, and by those Department specialists having expertise in the discipline(s) required by a specific proposal. Each person reviewing a proposal can recommend approval, disapproval or approval with recommendations for its improvement. However, final decision rests with the Coordinator's Office. Any proposal which was disapproved by the Department could be revised by the school district and resubmitted to the Department.

During the period of implementation from January 1 to June 30, 1966 a total of 1,000 meetings between Department and school district personnel were held in order to provide individual consultative service. The local school personnel were given the option of inviting the Department personnel to the local school or of confering at the Department.

Since the beginning of the current fiscal year, July 1, 1966, 100 meetings have been held to assess the results of individual Title I programs.

New York State has established specific priorities for Title I projects. The first is direct and immediate benefits to students. The second is professional development of staff. The third is curriculum materials. The fourth is supplies and equipment. The fifth is construction.

*2. DISSEMINATION

(a) Describe how local projects are disseminating data--
   (1) to other local agencies
   (2) to the State agency
(b) Describe State plans and arrangements for disseminating information on promising educational practices.

(a) It seems that the dissemination process is one of the last ones to be "tooled up." A parallel exists in the general research process; in education today, research seems to break down because the dissemination function is neglected. At present, the major means of dissemination from local education agencies to the State education agency is through the application forms themselves and the final reports which have been submitted to the State by local districts. It is necessary to go beyond this point if all agencies are to be assisted in taking full advantage of this Act for the benefit of the children of the State. As far as dissemination from one local agency to another is concerned, the process is, once again, rather sketchy. Where adjoining local districts are working together in cooperative projects such as the Rochester cooperative projects (including the communities of Rochester and West Irondequoit), dissemination takes place because of the easy "rubbing of elbows" between local district personnel. However, when it comes to the question of how districts are disseminating information to other districts with whom they are not necessarily cooperating on a single project, procedures vary depending upon the resources and facilities available in local school districts and their motivation to inform other local school districts of their activities. Where existing groups of school districts banded together into study councils, such as the Genesee Valley School Development Association or The Education Council in Nassau County, some effective communication appeared to take place and projects and good ideas were discussed. However, such interaction is largely informal.

(b) At the state level, a series of eight regional conferences was held for the purpose of dissemination.

The State's Title I Coordinator's office publishes a news letter, entitled NOTES (New Opportunities Through Educational Services), which describes Title I projects in operation and is distributed to all of the local school districts in the

State. As a part of its services, the Coordinator's office distributes pertinent publications throughout the State and conducts meetings with local Title I Coordinators. Both the Coordinator and the three Associate Coordinators and various Department specialists participate in and speak at meetings of school administrators, school boards, and teachers' associations.

The First Statewide Reading Conference was held June 7-8, 1966 at the Thruway Motel, Albany, New York. Title I programs were described by eight participating local education agencies. Every county in New York State was represented at this meeting which was attended by 548 members of local education agencies.

Please refer to page 33 for additional information.

3. EVALUATION:

*(a) Describe guidelines, modifications of previous guidelines, and other types of assistance your State has provided to local agencies for evaluating Title I projects.

*(b) List the names and titles of all State personnel involved in providing evaluation assistance.

*(c) List the names, titles, and institutions or agencies of all consultants involved in providing evaluation assistance to the State.

(d) How many projects employed each of the following evaluation designs?

(a) The State Education Department, having the major responsibility of assisting local education agencies, non-public schools and community agencies in the formulation, operation and evaluation of Title I projects, has accomplished this task by preparing guidelines, calling regional conferences, and having staff members available to assist local schools.

From the inception of this federally financed program, the State Education Department has made every effort to prepare local education agencies for complete participation in Title I projects. Duplicated copies of Tentative Part I - Basic Data, and Part II - Project Application Forms were made available to all concerned agencies, alerting them to the expected requirements in completing the finalized application forms. A bulletin of activities listing types of programs and projects to meet the needs of the educationally deprived was also prepared.

The Preliminary Guidelines for the Elementary and Secondary Education Act of 1965 were designed to help officials in formulating policies governing program development. These guidelines also contained the significant provisions of the 1965 ESEA Act; the general criteria for the evaluation of project proposals; and State Education Department requirements, with accounting procedures, testing programs and the designation of Department personnel responsible for administering certain facets of the act. The publication also contained a reprint, furnished by the U.S. Office of Education, of some common questions concerning the Act and answers to them.

Additional assistance was extended to school authorities in the form of the publication Identification of the Educationally Disadvantaged, intended to help them to identify educationally disadvantaged children. New York State data for the year 1960, covering children 5-17 in families with incomes under $2000, were also provided for each local education agency.

Through the summer and fall of 1965, numerous regional conferences were sponsored by the State Education Department on program implementation, organization, administration and evaluation. Local education agencies were alerted as to the type of information to be requested from them concerning the evaluation of projects.

The Guidelines for Reading Centers - Title I and/or Title III was a major department publication. These guidelines were intended to keep Title I and III Reading projects in line with sound educational practices in reading. The emphasis was placed on developmental programs. If the local educational agency followed these guides, side benefits to all children should accrue.

Title I projects submitted to the State Education Department have been passed on to the Research and Evaluation Office for recommendation. The evaluation aspects of projects could be approved, approved with recommendation, or disapproved. The Education Department has placed its entire staff, assigned to the responsibility of evaluating Title I projects, at the disposal of local education agencies for any related assistance requested. The final decision for the disposition of projects rests with the Office of the Coordinator, Title I, ESEA.

(b) List the names and titles of all State personnel involved in providing evaluation assistance.

Table 1

Names and Titles of All State Personnel Charged with the Major Responsibility in Providing Evaluation Assistance

Walter Crewson, Associate Commissioner for Elementary, Secondary, and Adult Education.

Francis E. Griffin, Assistant Commissioner for Educational Administration and Supervision.
Donald Benedict, Director, Division of School Supervision

Warren W. Knox, Assistant Commissioner for Instructional Services. (General Education)
William E. Young, Director, Curriculum Development Center. (Curriculum Development in Elementary, Secondary, and Continuing Education)
James Eadie, Director, Division of General Education

Robert S. Seckendorf, Assistant Commissioner for Instructional Services. (Occupational Education)
Thomas Olivo, Director, Division of Industrial Occupational Education

*Philip B. Langworthy, Assistant Commissioner for Pupil Personnel Services and Adult Education.
*Bruce E. Shear, Director, Division of Pupil Personnel Services.
*Anthony J. Pelone, Director, Division of Handicapped Children.

Irving Ratchick, Coordinator for Title I.

Frank R. Kille, Associate Commissioner for Higher and Professional Education.
Allan A. Kuusisto, Assistant Commissioner for Higher Education.
Alvin Lierheimer, Director, Division of Teacher Education and Certification.
Vincent Gazetta, Chief, Bureau of Inservice Education.

Hugh M. Flick, Associate Commissioner for Cultural Education and Special Service (Cultural Education)
Lee E. Campion, Director, Division of Educational Communications. (Instruction Technology)

*All starred (*) items refer to programs involving handicapped children.

Herbert F. Johnson, Associate Commissioner for Educational Finance and Management Services.
  Maurice G. Osborne, Assistant Commissioner for Educational Finance and Management.
    Buell A. Arnold, Director, Division of Educational Management Services.
    John W. Polley, Director, Division of Educational Finance.
      Charles J. Quinn, Assistant Director for Federally Aided Programs.

Lorne H. Woollatt, Associate Commissioner for Research and Evaluation.
  William D. Firman, Assistant Commissioner for Research and Evaluation.

  Sherman N. Tinkelman, Assistant Commissioner for Examinations and Scholarships.
    Victor A. Taber, Director, Division of Educational Testing.
      Robert A. Passy, Chief, Bureau of Pupil Testing and Advisory Services.

(c) Other than the consultants mentioned elsewhere in this report, New York State has employed no consultants to provide assistance to the State in the evaluation of the effectiveness of Title I Projects.

(d) Table 2 indicates the number of projects employing various evaluation designs.

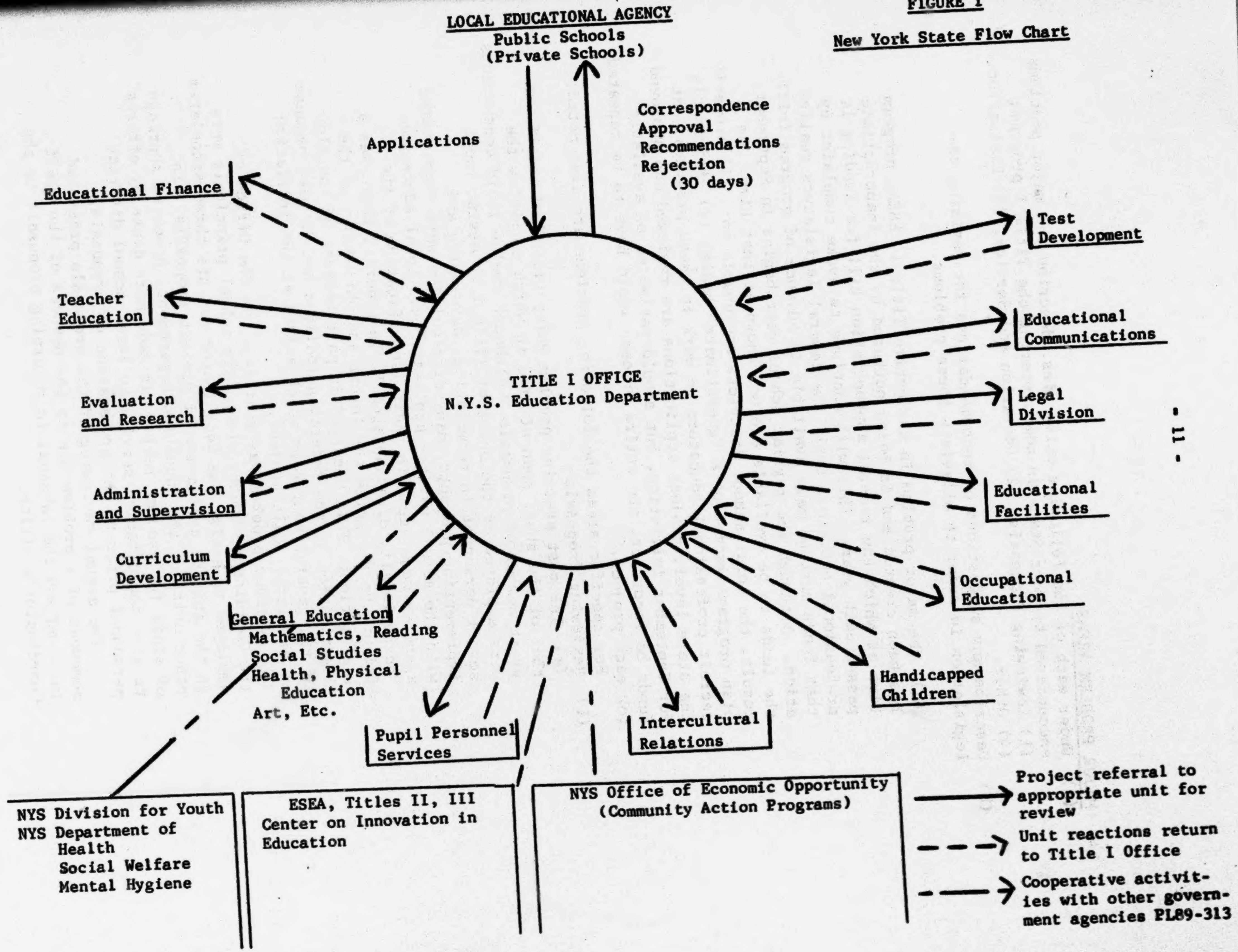
Table 2

Number of Projects Employing Various Evaluation Designs

Number of projects	Evaluation Design
68	Two-group experimental design using the project group and a conveniently available non-project group as the control.
271	One-group design using a pretest and post-test on the project group to compare observed gains with expected gains.
700	One-group design using pretest and/or post-test scores of the project group to compare observed performance with local, state, or national groups.
105	One-group design using test data on the project group to compare observed performance with expected performance based upon data for past years in the project school.
316	One-group design using test data on the project group but no other comparison data.

FIGURE 1

New York State Flow Chart


LOCAL EDUCATIONAL AGENCY
Public Schools
(Private Schools)
Applications
Correspondence
Approval
Recommendations
Rejection
(30 days)
TITLE I OFFICE
N.Y.S. Education Department
Educational Finance
Teacher Education
Evaluation and Research
Administration and Supervision
Curriculum Development
General Education
Mathematics, Reading
Social Studies
Health, Physical Education
Art, Etc.
Pupil Personnel Services
Intercultural Relations
Handicapped Children
Occupational Education
Educational Facilities
Legal Division
Educational Communications
Test Development
NYS Division for Youth
NYS Department of
Health
Social Welfare
Mental Hygiene
ESEA, Titles II, III
Center on Innovation in Education
NYS Office of Economic Opportunity
(Community Action Programs)
Project referral to appropriate unit for review
Unit reactions return to Title I Office
Cooperative activities with other government agencies PL89-313

*4. MAJOR PROBLEM AREAS:

(a) Under each of the following categories, describe the major problems encountered by your State in administering the Title I program: (1) Reviewing Proposals, (2) Operation and Service, (3) Evaluation, (4) Other.

(b) Describe any suggestions or recommendations for revising the legislation in order to alleviate these problems.

(a) The major problem in the entire Title I, ESEA, program has been created and is being nurtured by the inappropriate time at which the federal appropriation bill for funding is passed each year. This will continue to evoke complaint by professional educators until the federal legislators realize that funds must be made available in advance of program initiation. Although the regular school year begins in September, the funds to be available are not known at that time. As a result, the local school districts are unable to: (1) properly plan programs except on a "guesstimate" basis; (2) efficiently recruit professional educators to work in these programs. At the state level, project applications are reviewed and approved for September initiation, but should estimates of available funds be incorrect, the entire process would have to be repeated for each project.

For specific areas the following problems are also noted:

(1) Reviewing Proposals

(a) The most pressing problem which presented itself was that of the short span of time in which to review the great number of proposals. Although twelve field consultants were employed at the onset of Title I to assist local school personnel in formulating, developing and implementing projects, many difficulties were encountered with the actual written applications. Local education agencies were vague in their identification of the "educationally disadvantaged." In general, there was a failure to recognize the intent and philosophy of the legislation. This occurred in part because of the slow distribution of the federal guidelines and in part because of the general confusion which arises at the initiation of any large scale project.

(b) Another problem was staffing. In the Office of the Coordinator twenty elementary school principals were employed to assist the Coordinator and his three Associates in the initial evaluation of project proposals. In other units of the Education Department, however, shortage of staff for project review was made more acute by efforts to give consultative service to local school district personnel prior to the preparation of proposals.

The actual reviewing of the proposals presented somewhat of a problem due to the newness of the staff involved and the lateness in returning proposals to the Coordinator's office.

(2) Operations and Services

(a) Basing allocations on the 1960 Census of family incomes is very unsatisfactory. Apart from the question whether a family income of $2000 can be considered a basis for the classification of poverty or not, there are other difficulties. First, for the census, family economic circumstances were ascertained by a sampling technique which made the results uncertain even in the year when the Census was taken. Second, the passing of five or six years means that quite a different group of children presently resides in each district. Third, in states where Census tracts do not coincide with school districts, as in New York, the problem of reconciling Census data with school district jurisdiction is very difficult. If Census data are to continue to be the basis for allocations, more recent data, based on actual count instead of sampling, should be made available for each school district.

(b) During the 1966 fiscal year, many projects were late in getting underway. Often schools were unable to obtain the personnel necessary to carry out proposals since March through June are recruitment months in education and plans were too indefinite at those times to offer people a definite job. In addition, requested and/or substitute equipment was at times not obtainable. These factors plus the normal delays in initiating this large-scale program resulted in unused funds in some school districts. It would have been helpful if the availability of these unused monies could have been extended for an additional year.

(c) The overlap in programs, such as Operation Headstart, which can be funded through the Office of Economic Opportunity and the U.S. Office of Education under Title I, ESEA has created problems in delegating and accepting responsibility for these programs.

(d) There is an extreme shortage of certified personnel in education. Since projects were implemented at mid-term, the problem of hiring qualified personnel was magnified and in many cases qualified persons could not be obtained. Consequently, school districts desiring to use funds, resorted to an over-emphasis on the purchase of material and equipment. In an attempt to counteract this, attention was focused more toward summer projects for the educationally disadvantaged.

(3) Evaluation

The evaluative devices being proposed by the majority of local school districts reflect a lack of definition of the term "evaluation" as it relates to specific projects. "Evaluation" is being construed as assessment of program or curriculum with the main validating criterion being that of staff satisfaction. Generally, assessment has been made on the basis of "we think this is better." Evaluation of the effects of Title I projects on children has been limited in the main to the interpretation of standardized test results.

Title I, ESEA, has raised the question of the inadequacy of present techniques for assessing the educational attainment of the lower social classes. To be really effective as a means of extending educational opportunity, any comprehensive evaluation must include assessment of both the potentially beneficial effects and, equally important, the potentially harmful effects on children.

(4) The recommended changes are implied above.

*5. IMPLEMENTATION OF SECTION 205

(a) In order of prevalence, describe the types of projects that were not approvable when first submitted on the basis of size, scope and quality. (This may include projects that were revised substantially and then approved.)

(b) In order of prevalence, describe the common misconceptions of local educational agencies concerning the purposes of Title I and the requirements for size, scope and quality.

(a) Where initial approval of projects was withheld, it was withheld for all types of projects. Initial approval was not granted for the following reasons:

1. The data or program description on the application form were incomplete. More specific information had to be requested.
2. An extremely large proportion of the funds requested were to be used for equipment or facility construction.
3. Some general district-wide projects did not provide for direct educational services to children, or more specifically, to educationally deprived children.
4. In projects for early childhood and pre-kindergarten, lack of quality was evidenced in inadequate facilities or equipment and in programs not consistent with sound educational principles. In addition some projects were disapproved due to a lack of parent involvement.
5. There was no evidence of non-public school participation and planning.

Reading programs were not initially approved due to:

1. Failure to set long-term reading goals.
2. Failure to provide for developmental reading instruction K-12 either in the immediate project or as long-range goals.
3. Over-emphasis on a single commercial material or machinery.
4. Lack of evidence of diagnostic testing to ascertain the skills needs of the children involved.

5. Inappropriate use of materials.
6. Classes for corrective reading which were too large and scheduled infrequently.
7. Failure to provide sufficient personnel to serve the number of children included in project.
8. Failure to provide necessary inservice training for professional and sub-professional personnel.

(b) Some of the misconceptions of local school districts include the following:

1. Title I was construed as general aid to education.
2. No projects could be approved without approval by the local Community Action Agency.
3. The extent to which students who are not disadvantaged can be served by Title I funds is still an area of confusion.
4. Some projects were submitted as district-wide projects in places where target areas exist.
5. An educationally deprived child was any child not living up to his fullest potential - the terms "educationally deprived," "underachiever," and "slow learner" were used synonymously.
6. Title II and III projects could automatically be supplemented with Title I money.

6. COORDINATION OF TITLE I AND COMMUNITY ACTION PROGRAMS

(a) Number of projects in the local educational agencies that serve an area where there is an approved Community Action Program.

(b) Total amount of Title I money approved for LEA's where there is an approved Community Action Program.

(c) What action has been taken at the State level to insure coordination and cooperation between Title I applicants and Community Action Agencies at the local level, (include relationship with State Technical Assistance Agency.)

(d) Describe the successes in securing Community Action Agency--Local Education Agency cooperation.

(e) Describe the problems in securing Community Action Agency--Local Education Agency cooperation.

*(f) Describe the inter-relationships of the two programs at the local level particularly the extent to which the two acts are used in a reinforcing manner.

*(g) Describe any suggestions or recommendations for revising the legislation concerning Community Action Programs as they relate to Title I.

(a) There were 449 projects implemented in the local education agencies that serve an area where there is an approved Community Action Agency.

(b) Title I Funds, in the amount of $39,809,750, were approved for local education agencies where there is an approved Community Action Program.

(c) At the State level, the Title I Coordinator has met frequently with the New York State Director of the Office of Economic Opportunity to review areas of responsibility and procedures for communication and cooperation. The State Office of Economic Opportunity is sent a summary of all projects approved by the Education Department. Also, the State Title I Office and the State Office of Economic Opportunity have sent joint communications (to the chief administrators of the local schools) regarding responsibilities and needs for coordination and cooperative planning.

Opportunities for interchange between Title I and Community Action Programs are provided by inviting representatives from the State Office of Economic Opportunity and from Community Action Agencies to participate in meetings, workshops and conferences conducted by the Title I Office. Regional representatives of the State Office of Economic Opportunity have participated in eleven regional meetings of the Title I personnel and chief school administrators. In turn, Title I staff attended meetings of the Community Action Agency personnel and field and state representatives of the State Office of Economic Opportunity.

(d-f) Of the approximately 200 local education agencies which were involved with a Community Action Agency, reports of success and cooperation in working with the CAA exceeded reports of problems resulting from such interaction.

Often, the CAA helped by furnishing the names and numbers of deprived persons in the district. In other cases, both the local education agency and the CAA made independent studies related to poverty programs and then combined their resources. In several communities the CAA was involved from the beginning stages and a close working relationship was maintained throughout. In other communities, the local education agency did the survey work and planned programs accordingly, with the CAA becoming involved when it was time to endorse or amend the programs.

In a few cases, a member of the CAA was also a member of the Board of Education, and in one case the ESEA Coordinator was appointed to the Advisory Committee of two local CAA projects.

In one community (Yonkers) the CAA was only one of several groups represented on a Community Committee, the latter being formed for the purpose of understanding and implementing the ESEA. It was the local education agency's belief that having this Community Committee meet and discuss their needs in relation to Title I enabled the school district to arrive at projects which would best serve the children and merit the approval of the groups.

The major problem arose because CAA's thought they had veto power over ESEA projects.

In a minority of cases, contact with the CAA was only superficial. Because these schools were nearing the deadline for submitting their application for Title I, only cursory action was feasible.

In some districts problems were created by the Headstart program when the CAA felt that only Title I funds should be used for the Headstart programs and withdrew the support that it had been giving to the Headstart program prior to the initiation of the Title I program. In at least a dozen schools, the cost of transportation of the Headstart children was supplied by Title I funds.

In at least four of the districts, the CAA contributed substantially to the working arrangements of the Title I program. There was also cooperation in sharing staff and pupil personnel services already possessed by one of the agencies.

In three communities, high school students were employed under Neighborhood Youth Corps. These aides, secured by CAA for ESEA, performed clerical and custodial duties.

(g) None

*7. INTER-RELATIONSHIP OF TITLE I WITH OTHER TITLES OF ESEA

How are funds for Title I being used in connection with:

(a) Title II
(b) Title III
(c) Title IV
(d) Title V - (Include specific examples)
(e) Describe the successes in developing and implementing projects relating Title I with other Titles of ESEA.
(f) Describe the problem areas involved in developing and implementing projects relating Title I with other Titles of ESEA.
(g) Describe any suggestions or recommendations for revising the legislation that would facilitate a more effective use of Titles II, III, IV, and V in reinforcing Title I.

(a) Title II:

Seventy school library projects under Title I were cooperatively funded under Title II. When Title II grants were utilized in target areas, it was necessary to complement Title II activities and services with personnel and equipment funded under Title I, ESEA. Librarians were employed with Title I funds and also in many cases, funds for remodeling existing facilities or renting quarters to house the library resources were granted under Title I. This funding also included mobile libraries.

To supplement Title I projects, Title II funds were used both to add to existing library materials and to inaugurate central school libraries. Title II funds were allocated to equip instructional resource centers with audio-visual materials, periodicals and books, to be used in conjunction with curricula, both academic and non-academic, being implemented under Title I.

(b) Title III:

At this time it is not possible to give the amounts of Title I funds actually being used in connection with Title III projects. In the State administration of Title III, Title I money has been used to provide clerical and part-time administrative staff and funds for renting office space.

Approval has been granted for eight operational grants and eleven planning grants under Title III for projects which directly involve, or might serve, Title I children. Tables 3 and 4 list the two types of grants, indicate the area to be served, and briefly describe the project.

Table 3: Summary of Title III

Planning Grants for New York State Related to Title I

Title	Area to be served	Summary
Operation Teen-Age Headstart	New York City	Thirty eighth-grade girls will work directly with young children under the supervision of professionals trained in different aspects of child care and family living. In-school and out-of school activities will be coordinated in order to relate classroom curriculum and child care experiences and to give girls experience which may serve as a constructive influence and help them to plan their careers.
A Multiple School Site Plan	Syracuse	This project involves the planning of four campus-type sites for the elementary school population. Each site will consist of five separate classroom buildings accommodating 900 pupils each and a central service building and will serve as a location for future school construction. Racial balance as well as preservation of the neighborhood arrangement will be considered. Plans include: a non-graded system, team teaching, pupil personnel services, outdoor education, modern communication media and special education.

Table 3 - Continued

Title	Area to be served	Summary
Children's Academy	Mount Vernon	The purpose of this project is to design a Children's Academy which will aim for the optimum educational and cultural development of each child. The use of electronic and computerized instructional systems and other new approaches, techniques, and educational "hardware" will be studied.
Cultural Enrichment Through the Dance	Long Beach	A demonstration dancing troupe of secondary school students will be organized and given instruction in the dances of peoples of the world. The troupe will be available to visit other school districts and community groups for the purpose of promoting understanding and good will through the medium of the dance.
Area Institutes for Disadvantaged Children	Hempstead	This proposal involves the development of a demonstration program to serve disadvantaged prekindergarten children and their parents.
Child Behavior Consultants	Erie County	This grant would select and provide training during the summer of '66 for consultant personnel who would work with children having potential or overt behavior problems that affect or would affect their personnel and social performance. The ultimate purpose is to provide a service for those children whose behavior is not so deviant as to require removal from regular classes or placement in special classes. Such consultants would deal with immediate crisis and conditions causing problems.

Table 3 - Continued

Title	Area to be served	Summary
Supplementary Education Center	Onondaga County	Planning for a supplementary education center would start with an assessment of educational and cultural services and programs in the area. Studies by "planning unit" would be made of needs in four areas: (1) services for teachers (2) services for students (3) organization and use of community resources (4) innovative programs in education. Priorities would be established for the development of new services and programs within each of these areas in a Center.
Supplementary Education Center	Lower East Side of Manhattan	Planning would be done for a supplementary Educational Resource Center to provide coordinated school-community programs for the reduction of reading retardation and the enriching of educational opportunities in science, art, music and physical education in an all-day, all-year round program. The enrichment program would be available to pupils in six public and four non-profit private schools in the neighborhood.
Concrete Roots	New York City	This proposal would allow a system to be set up so that each of the 30 school districts of N.Y.C. could actively plan for those methods, ideas, innovations, programs and services which could most benefit each district. A single page abstract would be submitted to a screening committee and decisions would be made on which should be expanded to full scale proposals for funding under ESEA Title III or possibly other sources. The funds would be used mainly to release school personnel for this planning and for necessary travel, consultant's funds, etc.

Table 3 - Continued

Title	Area to be served	Summary
Center for Cooperative Action in Urban Education	Rochester	This planning grant would help establish administrative structure and necessary staffing for the Center for Cooperative Action in Urban Education. This Center would then undertake to design a World of Work elementary school by having a workshop on community resources attended by industry, cultural organizations, higher education and Rochester area school personnel. Subsequently the curriculum and educational specifications for the school would be developed and other programs would be planned by the Center to bring resources of the community to bear on solving problems of urban education.

Table 4: Summary of Title III

Operational Grants for New York State Related to Title I

Title	Area Covered	Summary
Young Audiences	New York City	Young audiences concerts for "600" schools in New York City - special schools for the emotionally disturbed.
Demonstration Center for Teachers of Mentally Retarded	Erie County	Five classes are planned to provide experience in five levels of instruction for 70 children from a cross-section of the Buffalo community (but a majority from disadvantaged sections) and to train 200 newly appointed, tenured and practice teachers.
Creative Art Classes	New York City	This New York City Creative Art Class project will establish 60 out-of-school tuition free classes for gifted, interested and disadvantaged pupils from grades 3 to 9 in public, private and parochial schools to develop the vocabulary and reading skills of non-achievers through art experiences.
Project PEP (Programs to Excite Potential)	New York State	Disadvantaged 8th and 9th graders from throughout New York State will participate in enrichment activities at Skidmore College. Children will receive instruction in instrumental music, general music, ballet, and dramatics.
J.F.K. District Scholarship Committee Services	District #19 New York City	Five after-school centers will be operated to provide academic, vocational, cultural, social, and creative experiences for all public and non-public schools. Classes planned include fine arts, vocal and instrumental music, dance, speech and drama, creative writing, and preparation for College Boards.

Table 4 - Continued

Title	Area Covered	Summary
Multi-Purpose Supplementary Educational Center	South Bronx	This multi-purpose center will consist of three basic subcenters: cultural heritages and identification, music and art enrichment, and parent-community cooperative programs. Teachers will have the opportunity to study new techniques and equipment. Teaching materials related to newly developed knowledge and to the needs and abilities of the district children will be developed by specialized personnel at the center. Through the use of parent helpers from the community, an attempt will be made to develop greater mutual understanding between parents and professional personnel.
Educational Intellectual Center	Yonkers and Westchester County	This center will provide computer-based library services, a production center, and in-service programs. The cultural services of the community will be integrated toward the improvement of the educational system. The center will also maintain a professional library and will function in the processing and distributing of materials concerned with recent educational changes, advances, and research findings.
Training of Parents in Low Income Neighborhood	New York City	Residents of impoverished areas will be recruited, trained to a para-professional level, and employed to work in classrooms in public and non-public schools. The recruits will be screened and trained by District #2 school personnel. Training will be geared to the needs of each school. As the competence and experience of the trainees increase, they will move from non-professional tasks to more direct work with children under the supervision of classroom teachers.

(c & d) Titles IV and V for fiscal year 1965-66:

There are no Title I funds actually committed to projects approved under Titles IV or V of ESEA. However, direct complementary services are being provided for Title I recipients under both Titles IV and V.

The Center for Urban Education (CUE) receives partial funding under Title IV. CUE personnel were employed as consultants by the New York City School system to evaluate some New York City Title I projects. The New York State Education Department, using State funds, contracted with CUE to study the public schools of Buffalo with the aim of assisting the State Education Department to develop a program for quality desegregated education in Buffalo. In addition, under a Title V grant the State Education Department has employed the services of CUE to make a similar study for Rochester. The proposals growing out of these studies should serve as guidelines for the most beneficial implementation of Title I projects.

Evidences of indirect rather than direct interaction between Title I and Title IV in New York State have occurred. Under Title IV, "A Study of the Educational Values of Prekindergarten Programs for Socially Disadvantaged Children" is under contract in the New York State Education Department.

There has been approved for funding under Title IV a project for the development of a program for training educational research personnel for school service. The New York State Education Department and the following colleges and universities are joint sponsors of this project: City University of New York, Teachers College - Columbia University, Cornell University, Fordham University, New York University, St. John's University, State University of New York at Albany, SUNY at Buffalo, Syracuse University and the University of Rochester. In general, local school districts were not prepared to carry out even the basic evaluation procedures mandated under Title I because of a lack of awareness of the meaning of the term "evaluation" as it applies to children in Title I programs. The research and evaluation personnel shortage is becoming more acute. This grant should make more qualified personnel available to local school districts to assess effectiveness of Title I programs and to pre-plan evaluation procedures.

A direct relationship between Titles V and I was the First Statewide Reading Conference, funded under Title V and implemented as described previously on page 6.

Equally important but more indirect relationships between Title V and Title I are evidenced by the following sample of projects approved under Title V:

(a) Project ICE (Information Center for Education). This project has progressed through the following stages: 1. the definition and identification of data; 2. development and field-testing of forms; 3. definition of output, systems analysis and initial computer programming. Information Day (I-Day) for the new data system will be in mid-September each year (beginning in 1967). I-Day procedures and proposed reporting-time schedules for offices within the State Education Department as well as external organizations such as the U.S. Office and the State Legislature have been established. This project should facilitate the accounting and reporting tasks for Title I and provide a more comprehensive survey of the effects of Title I.

(b) Office of Urban Education Project. This project has a five-year life. The activities during this first year are research-oriented with the goal of discovering the problems of urban education and of devising ways of co-ordinating the resources of the State Education Department to effect solutions for these problems. The second stage, 1967-68, is proposed as a planning stage during which Department personnel will work with school and municipal leaders to discuss the problems of urban education and possible solutions. The next stage would be implementation. Evaluation and re-casting of implementation in the light of evaluation is conceived as the final phase of this project.

The educational problems of Title I children are herein being considered in a manner predicated upon thoughtfully planned procedures.

(e) Success Areas:

At the state level, personnel from the offices of Title I, Title II, and Title III meet to discuss projects in an attempt to coordinate their efforts when dealing with local school districts.

As indicated above, under (a), equipment, additional materials, personnel, mobile libraries, and facilities were provided for Title II projects under Title I funds.

(f) Problem Areas:

Title III is concerned with regional areas, while Title I deals specifically with individual school districts. Since Title I funds have been designated for use specifically with educationally disadvantaged children, no coordination with Title III is possible if the project is not designed specifically for children so defined.

Two aspects of the administration of ESEA make it difficult to coordinate projects being funded under Titles I and III. First, deadline dates for submitting Title I and Title III projects differ, making it difficult to coordinate projects being funded under both titles. Second, final approval for Title III projects is granted by the U.S. Office of Education, whereas final approval for Title I projects rests with the individual states. Because of these two conditions, there is no assurance that funds requested under one title will be available for use in a project coordinated with the other title. For example, a number of Title III projects which were submitted were appropriate for funding under Title I. When Title III proposals have been rejected, the Title III office has indicated that alternate funding would be possible, but if Title I money has already been fully committed, projects must then be put aside.

(g) Recommendations

A recommendation for revising legislation in order to facilitate a more effective use of Title II in conjunction with Title I focuses on the area of personnel and equipment. At the present time, Title II is restricted in its use of money for equipment and personnel. When Title II grants are utilized in the areas where Title I is also in effect, funds from the latter are used to fund the personnel and equipment necessary to implement the projects under Title II. Therefore, Title II should be amended to provide for the staffing and equipment necessary to fully implement its projects.

With reference to Title III, grants are presently approved by the U.S. Office of Education, with the State acting as an intermediary. The State should be given more autonomy in deciding which programs are exemplary and innovative. Regarding Title V, the structure seems to be satisfactory, but the funds available should be increased substantially. The need for strengthening state education departments is so basic to the development of an effective federal-state-local partnership that Title V, if adequately funded, should be considered one of the most important pieces of educational legislation to be enacted in recent times.

*8. COOPERATIVE PROJECTS BETWEEN DISTRICTS

(a) Describe the successes in developing and implementing cooperative projects between two or more districts.
(b) Describe the problem areas involved in developing and implementing cooperative projects between two or more districts.
(c) Describe any suggestions or recommendations for revising the legislation concerning cooperative projects between districts.

(a) Approximately one hundred sixty local school districts were involved in sixty-two joint projects. One half of these joint projects were initiated through Boards of Cooperative Educational Services which encompass several school districts. The other half were originated by local school administrators who felt that the common needs of their children could be served best by an alliance with one or more other districts. The following Table is a list of the joint projects and the number of children being served by area.

Table 5

Title I ESEA - Joint Projects

Area[1]	No. of Projects	No. of Students
B	1	149
C	21	7,088
D	33	58,482
E	7	1,473
TOTAL	62	67,192

As indicated in the table above, 67,192 children are benefiting from joint projects. The majority of projects and children participating in them are in Area D (outside an SMSA and having a population between 2,500 and 49,999).

The services of 4,235 adults were being utilized in implementing joint programs. The adults can be classified as: 2,534 teachers, 995 parents, 228½ administrators and the remaining 477½ are distributed among the clerical staff, adult volunteers and consultants.

The majority of BOCES projects were devoted to instruction in the English Language Arts and reading. Table 6 gives a detailed listing of the 13 instructional categories into which the sixty-two projects fall.

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[1] For interpretation of S.M.S.A. designations see Appendix to State Annual Evaluation Report outline submitted by the U.S. Office of Education.

TABLE 6
Title I ESEA - BOCES Projects

Instructional Area	No. of Projects	Percent
English Language Arts	19	30.7
Reading	13	21
General Elementary and Secondary Education	9	14.5
Cultural Enrichment	5	8.1
Speech Therapy	3	4.8
Special Education for Handicapped	3	4.8
Other	3	4.8
Vocational	2	3.2
Teacher Aides	1	1.6
Reduction of Class Size through Additional Teachers	1	1.6
Social Studies	1	1.6
Mathematics	1	1.6
Prekindergarten	1	1.6
TOTAL	62	100.

In addition to concentrating on academic improvement, the projects also provided additional services to teachers, children, and parents. In-service training provided the bulk of teacher services; student service benefits were generally in the form of guidance counseling, psychological and health services. Services provided to parents consisted primarily of home visitations by school social workers.

In general, the cooperative projects provided an opportunity for development and implementation of ideas and a better utilization of funds than would have been possible if each district had attempted to provide similar services by itself. In many cases it was possible for pupils to obtain services previously unavailable. Through the provision of central staff, classrooms and equipment more pupils could be served at one time. When the resources of more than one district were pooled, certified instructional personnel were available on a full-time basis. Some schools reported a high degree of communication and interaction in implementing the programs, resulting in increased mutual understanding among the personnel involved.

*(a) Only two cooperative projects were reported. The New York State Rehabilitation Hospital reported that its project had been cooperative to the extent that information had been sought from other schools to aid in the student evaluation. The hospital also sent to the home school districts of the participating children a report of the training each child received and an evaluation of the child's receptiveness to that training. The hospital provides Statewide service to children from all districts in the State.

The New York State School for the Blind reported a successful venture when four of its elementary teachers were asked to participate in a reading instruction project of ten sessions with teachers from schools in the Genesee County Board of Cooperative Education Services. In addition, two teachers were invited to be part of a working committee, whose objective was to complete a comprehensive "Curriculum Study Guide for Educable Mentally Retarded Children." These two felt their contacts with neighboring schools were professionally rewarding.

(b) Problem areas involved in developing and implementing cooperative projects include the following: transporting children, pupil enrollment, financial organization, communication, and determination of equity. The transportation problem arose when two or more school districts held their joint programs in the building facilities of one district. Therefore, much time was spent transporting the students from the other district or districts. A related problem was one of equity, that is, determining the number of pupils each district would enroll and the number of participating teachers needed from each district. Pupil enrollment should not have been a problem in a cooperative program. The general complaint seemed to be that the pupil enrollment was either under-estimated or over-estimated.

One of the two main areas [illegible] contention was financial organization. Besides having initial difficulties in estimating expenditures, budgeting and bookkeeping presented a problem, since only one school did the work which became especially time consuming in a project involving 12 districts.
*(b) No problems were reported from the two schools who indicated they had participated in cooperative projects.

(c) Revision in legislation should provide for BOCES to have a greater role in the planning, designing, and implementing of projects.

9. NON-PUBLIC SCHOOL PARTICIPATION

*(a) What steps have been or are being taken to encourage initiative of the local administrators in contacting non-public school officials?

*(b) What successes have been experienced in developing and implementing public and non-public school cooperative projects.

*(c) What problems have been experienced in developing and implementing public and non-public school cooperative projects.

*(d) Describe any suggestions or recommendations for revising the legislation concerning public and non-public school participation.

(e) Number of projects and non-public school children participating by type of arrangement.

(a) New York State has had a long history of cooperation between public and non-public school officials. ESEA strengthened this liaison in many ways. Private and parochial school administrators were advised of all regional meetings dealing with ESEA and were placed on the State mailing list so that they might receive all publications. Furthermore, the State has given full cooperation by providing conferences, site visits and consultative services to non-public schools.

(b) Of the approximately 200 local school districts which participated in cooperative projects with non-public schools nearly all reported a successful relationship. Cooperation was judged to be "good" or "excellent" and programs were considered to be "effective" or "successful" in response to a question about the relationship between public and non-public schools. The non-public schools appreciated the opportunity to participate in and benefit from the programs especially those offering specialized services not normally provided. Cooperative inservice programs in reading provided excellent articulation and were highly successful. A few of the non-public schools indicated increased communication with other non-public schools actively involved in a program. An especially worthwhile result was the increased respect for the purposes and personnel of other institutions.

(c) Though the schools met with success in implementing projects with non-public schools, many of these schools encountered problems. By far the most recurrent problem was insufficient data on the pupils: in some cases, diagnostic records were not available, and in others, there was a complete lack of any individual records. Thus it was difficult for public authorities to determine the course of action needed for each student.

Other problems included communication difficulties, difficulties in finding a common planning time for scheduling meetings, the difficulty of ascertaining which children were educationally disadvantaged, and the parents' lack of understanding of the program.

Other complaints registered referred to problems not necessarily unique to the cooperative projects between public and non-public schools. Responses included: lateness of project approval, late start in implementing program, shortage of trained personnel, too much red tape, and lack of facilities.

Some public schools noted that the expense of administering and accounting for materials by the public agency for the benefit of the private schools was a questionable burden on the public school staff and funds. Concern over the difference in needs of public and non-public schools was evidenced since the latter, especially parochial schools, often lacked equipment and services.

*(c) The one school reporting non-public school participation noted that the private school from which the student had come had a philosophy of education so different from that of the public school that he had difficulty in accepting different techniques. It was the private school's policy to use unlined paper and to teach reading by learning and copying children's classics.

(d) Revisions for legislation concerning public and non-public school participation should include more specific guidelines concerning the participation of non-public school children. Present guidelines are ambiguous, particularly in the definition of what constitutes educational deprivation in non-public school children.

(e) **Number of projects and non public school children participating by type of arrangement.**

TABLE 7

Number of Projects and Non public School Children Participating by Type of Arrangement

Service or Activities in which children attending schools participated:	No. of Projects	*No. of non-public school children participating
(1) ON PUBLIC SCHOOL GROUNDS ONLY:		
Before school	1	
After school	39	17,826
Weekends	2	89
Summer	237	18,082
(2) ON NON-PUBLIC SCHOOL GROUNDS ONLY:		
During the regular school day	73	27,581
Before school		
After school	3	569
Weekends		
Summer	9	1,056
(3) ON BOTH PUBLIC AND NON-PUBLIC SCHOOL GROUNDS:		
Before school	1	
After school	4	135
Weekends		
Summer	25	6,552
(4) ON OTHER THAN PUBLIC OR NON-PUBLIC SCHOOL GROUNDS:		
During the regular school day	10	17,357
Before school		
After school	8	8,330
Weekends	2	25
Summer	44	4,186

*The figure is not expected to be an unduplicated count of children.

*10. SUPPLEMENTARY MATERIALS

(a) If your State has printed State guidelines or disseminated other publications for implementing Title I programs, please enclose 5 copies of each.

(b) If your State has contracted for evaluations of Title I programs or if LEA's have contracted with outside agencies for such evaluations, please enclose 5 copies of each.

(c) Rank order the various projects using the same standard tests to arrive at an estimate of the relative effectiveness of each project. Append this rank order to your completed report. Discuss the similarities and dissimilarities of projects producing relatively large changes and those producing relatively small changes in light of the objectives of the projects.

(d) Submit a compilation of objective measurements of educational attainment for programs funded under Title I. (For example, a table of pre-and post-test scores for a group of projects having similar objectives and using the same standardized instrument and given at similar times.)

(e) Continue to supply complete data on the previously submitted 10% sample of approved fiscal 1966 grants.

(a) The following is a list of New York State guidelines and publications for implementing Title I programs. Five copies of each are enclosed in Appendix A.

*Examples of Projects Funded Under P.L. 89-313. Division for Handicapped Children. July, 1966.

*Suggested Projects for Serving Handicapped Children which may be Considered for Funding Under Title I, ESEA. Division for Handicapped Children.

Guides to Administrators in Planning Pre-Kindergarten Programs Under Project Head Start OEO, ESEA Title I or State Funds. Bureau of Child Development and Parent Education. February, 1966.

Title I, ESEA, and Intercultural Relations in Education - Clarifying the Relationship. Division of Intercultural Relations in Education. August, 1966.

Federal Aid Fund - Basic Facts. Division of Educational Management Services.

New Opportunities Through Educational Services. Office of Coordinator, Title I, ESEA.

Guidelines for Reading Centers - Title I and/or Title III - Elementary and Secondary Education Act. Office of Associate Commissioner for Elementary, Secondary and Continuing Education.

Types of Projects Which Might be Considered for Proposal Under Title I. Division of General Education.

The Role of Evaluation in ESEA Title I Projects. Division of Evaluation. July, 1966.

School Business Management News. Educational Management and Finance Services. February, 1966.

School Library Services under Title I, The Elementary and Secondary Education Act of 1965, Programs. Division of General Education, Title II Office. January, 1966.

Pupil Personnel Services in Title I, ESEA, Programs - 1. Division of Pupil Personnel Services. October, 1965.

Pupil Personnel Services in Title I, ESEA, Programs - 2. Division of Pupil Personnel Services. December, 1965.

N.Y.S. Pupil Evaluation Program. The State Education Department. September, 1965.

Identification of the Educationally Disadvantaged. Office of Coordinator, Title I, ESEA. October, 1965.

Illustrative Programs Which Can Be Funded Under Title I of the Elementary and Secondary Education Act of 1965. Office of the Program Coordinator, Title I, ESEA. September, 1965.

Publications for Title I, ESEA. Office of Coordinator, Title I, ESEA. April, 1966.

Programs for Educationally Disadvantaged Children. Louis Pasquini, Associate Coordinator for Title I, ESEA. March, 1966.

Agenda for the Conference on the Elementary and Secondary Education Act of 1965. The State Education Department. Albany, New York. May, 1965.

Idea Book, Conference on the Elementary and Secondary Education Act of 1965. The State Education Department. Albany, New York. May, 1965.

Preliminary Guidelines for the Elementary and Secondary Education Act of 1965. The State Education Department. Albany, New York. July, 1965.

(b) The State of New York has not contracted with any outside agencies for evaluation of Title I programs, although some local education agencies, including New York City, have done so. It is impossible at this time to ascertain the extent to which local school districts have contracted for such services.

(c) On the basis of standard test results, only a limited number of project activities produced changes in the educational attainment of educationally deprived children. Since the majority of the programs were of short duration, significant improvement in test results could not be expected.

(d) A compilation of test results for selected standardized tests is included in the seven tables which follow. The tests reported are: Gates Primary Reading Test, Gates Reading Survey, California Achievement Test in Arithmetic, Iowa Test of Basic Skills, Gates MacGinitie Reading Test, Metropolitan Achievement Test Battery, and the Metropolitan Achievement Test in Arithmetic. The information in the tables includes the name of the school district conducting the project, the grade level and number of students to whom the tests were administered, the dates of pre- and post-test administration, the median grade level, the mean grade level, and the standard deviation of each set of scores, where available. These data have been compiled from about sixty projects in which approximately 1900 students participated.

(e) A packet under separate cover contains evaluation reports from the previously submitted 10% sample of approved fiscal 1966 grants. The reports are filed by code number and legal name of the school district.

Table 8

Pre-Post Test Results for Title I Projects

Name of Test: Gates Primary Reading Test

School District	Grade Level	No. of Students	Pre Test				Post Test			
			Date	Med*	Mean*	S.D.	Date	Med*	Mean*	S.D.
Fabius	1	7	5/66	1.8	1.8	---	8/66	2.3	2.3	---
Richfield Springs	1	13	5/66	1.8	1.8	---	8/66	1.9	1.9	---
Albion	1	52	7/66	1.8	1.9	0.5	8/66	2.0	2.1	0.6
N. Y. Mills	1	16	7/66	2.1	2.1	0.2	8/66	2.2	2.2	0.3
New Paltz	1-2	11	7/66	2.4	2.3	0.3	8/66	2.6	2.5	0.4
Draper	1-2	15	7/66	2.5	2.4	0.6	8/66	2.5	2.3	0.7
Lansing	1-2	39	7/66	2.4	2.7	---	8/66	3.0	4.5	---
Albion	2	27	7/66	2.7	2.8	0.4	8/66	2.8	3.1	0.4
N. Y. Mills	2	10	7/66	3.3	3.3	0.4	8/66	2.9	3.0	0.4
Camden	2	15	7/66	2.7	2.6	0.3	8/66	2.9	3.0	0.4
Somers	2	16	7/66	2.6	2.6	---	8/66	2.6	2.6	---
Camden	3	16	7/66	3.2	3.2	0.4	8/66	4.0	3.9	0.5
Somers	3	13	7/66	2.6	2.7	---	8/66	3.3	3.2	---

*Grade Level

Table 9

Pre-Post Test Results for Title I Projects

Name of Test: Gates Reading Survey

School District	Grade Level	No. of Students	Pre Test				Post Test			
			Date	Med*	Mean*	S.D.	Date	Med*	Mean*	S.D.
Fabius	4-8	26	5/66	5.4	5.3	----	8/66	5.8	5.9	----
Franklinville	4-8	30	5/66	4.7	4.7	----	8/66	4.8	4.8	----
N. Y. Mills	4	8	7/66	3.7	3.7	0.3	8/66	3.9	3.9	0.6
Westmoreland	4	13	7/66	3.0	3.0	0.2	8/66	3.2	3.3	0.2
Lake George	4	14	7/66	4.7	4.6	----	8/66	4.8	4.7	----
Clayton	4	16	6/66	4.2	4.0	1.4	7/66	4.5	4.5	1.4
Solvay	4	28	6/66	4.2	4.1	----	7/66	4.4	4.7	----
N. Y. Mills	5	9	7/66	5.5	5.2	0.9	8/66	6.5	6.3	1.4
Westmoreland	5	11	7/66	4.0	3.9	0.3	8/66	4.2	4.2	0.2
Lake George	5	17	7/66	8.3	7.0	----	8/66	6.9	7.2	----
Clayton	5	16	6/66	4.8	4.9	1.0	7/66	5.5	5.3	0.7
Solvay	5	28	6/66	5.9	5.3	----	7/66	5.6	5.7	----
N. Y. Mills	6	9	7/66	6.1	5.7	0.7	8/66	6.0	6.1	0.9
Westmoreland	6	7	7/66	5.8	5.5	1.0	8/66	6.5	6.4	1.3
Carle Place	6	8	6/66	5.1	5.0	----	8/66	5.6	5.6	----
Lake George	6	13	7/66	6.3	6.6	----	8/66	6.9	6.8	----
Carle Place	7	16	6/66	6.3	6.3	----	8/66	6.8	6.6	----
Lake George	7	14	7/66	6.9	7.1	----	8/66	7.3	6.1	----
Carle Place	8	15	6/66	6.5	6.6	----	8/66	7.9	7.7	----
Lake George	8	9	7/66	7.2	7.4	----	8/66	8.0	8.5	----

*Grade Level

Table 10

Pre-Post Test Results for Title I Projects

Name of Test: California Arithmetic Achievement

School District	Grade Level	No. of Students	Pre Test				Post Test			
			Date	Med*	Mean*	S.D.	Date	Med*	Mean*	S.D.
Camden	2	15	7/66	2.7	2.6	0.25	8/66	2.9	3.0	0.4
Kingston	2	25	7/66	----	1.5	----	8/66	----	1.7	----
Elmira Heights	4	25	7/66	4.4	4.2	----	8/66	5.7	6.1	----
Kingston	4	28	7/66	----	4.4	----	8/66	----	4.6	----
Gloversville	4	37	7/66	4.6	4.5	----	8/66	4.8	4.7	----
Elmira Heights	5	25	7/66	4.5	4.3	----	8/66	5.7	5.5	----
Kingston	5	21	7/66	----	4.8	----	8/66	----	5.2	----
Gloversville	5	44	7/66	5.9	6.0	----	8/66	6.4	6.3	----
Kingston	6	15	7/66	----	5.6	----	8/66	----	5.7	----
Gloversville	6	34	7/66	6.4	6.5	----	8/66	7.4	7.4	----

*Grade Level

Table 11

Pre-Post Test Results for Title I Projects

Name of Test: Iowa Test of Basic Skills

School District	Grade Level	No. of Students	Pre Test				Post Test			
			Date	Med*	Mean*	S.D.	Date	Med*	Mean*	S.D.
Georgetown	4	10	5/66	4.4	4.3	----	8/66	4.2	4.2	----
Interlaken	4	17	5/66	3.4	3.3	----	8/66	3.8	3.4	----
East Moriches	4	13	7/66	3.7	3.0	----	8/66	4.6	4.4	----
Bemus Point	4	13	7/66	4.8	4.5	----	8/66	4.8	4.6	----
Caledonia Mumford	5	11	5/66	4.8	4.8	0.7	8/66	5.1	5.1	0.5
Georgetown	5	4	5/66	5.2	5.2	----	8/66	5.5	5.5	----
Interlaken	5	17	5/66	5.3	4.9	----	8/66	5.3	5.2	----
East Moriches	5	12	7/66	5.9	5.8	----	8/66	6.3	6.0	----
Bemus Point	5	13	7/66	4.8	4.9	----	8/66	4.6	5.3	----
Caledonia Mumford	6	14	5/66	5.7	5.7	0.5	8/66	6.0	6.1	0.6
Georgetown	6	2	5/66	6.2	6.1	----	8/66	6.5	6.5	----
East Moriches	6	15	7/66	6.1	6.0	----	8/66	6.5	6.2	----
Bemus Point	6	19	7/66	6.3	6.4	----	8/66	6.3	6.6	----
Bemus Point	7	22	7/66	8.2	7.9	----	8/66	8.2	8.2	----
Ogdensburg	7	19	7/66	----	7.4	----	8/66	----	6.7	----
Bemus Point	8	14	7/66	9.2	9.3	----	8/66	9.3	9.5	----
Ogdensburg	8	19	7/66	----	8.5	----	8/66	----	8.3	----
Bemus Point	9	10	7/66	8.7	9.5	----	8/66	9.4	9.9	----
Ogdensburg	9	3	7/66	----	8.9	----	8/66	----	8.9	----

*Grade Level

Table 12

Pre-Post Test Results for Title I Projects

Name of Test: Gates MacGinitie Reading Test

School District	Grade Level	No. of Students	Pre Test				Post Test			
			Date	Med*	Mean*	S.D.	Date	Med*	Mean*	S.D.
North Colonie	1	17	7/66	1.6	1.6	0.3	8/66	1.9	1.8	0.4
Barker	1	18	7/66	1.5	----	----	8/66	1.5	----	----
Avoca	1	22	7/66	1.5	----	----	8/66	1.8	----	----
North Colonie	2	28	7/66	2.1	2.2	0.4	8/66	2.0	2.2	0.5
Barker	2	25	7/66	1.8	----	----	8/66	2.5	----	----
Avoca	2	20	7/66	1.7	----	----	8/66	1.9	----	----
North Colonie	3	39	7/66	3.0	3.1	1.0	8/66	3.2	3.3	1.0
Barker	3	15	7/66	3.0	----	----	8/66	3.4	----	----
Avoca	3	21	7/66	2.4	----	----	8/66	2.7	----	----
Cooperstown	3	32	7/66	2.4	2.5	----	8/66	2.7	2.8	----
Avoca	4-6	36	7/66	4.2	----	----	8/66	5.1	----	----
Cooperstown	4-6	41	7/66	5.4	5.3	----	8/66	5.5	5.5	----
North Colonie	4	38	7/66	4.0	3.9	0.8	8/66	4.0	3.9	0.9
Barker	4	14	7/66	3.7	----	----	8/66	3.3	----	----
North Colonie	5	42	7/66	5.2	5.2	1.5	8/66	5.1	5.3	1.6
Barker	5	16	7/66	4.8	----	----	8/66	6.1	----	----
North Colonie	6	39	7/66	6.5	6.8	1.9	8/66	6.9	7.0	2.1
Barker	6	10	7/66	7.0	----	----	8/66	7.9	----	----

*Grade Level

Table 13

Pre-Post Test Results for Title I Projects

Name of Test: Metropolitan Achievement

School District	Grade Level	No. of Students	Pre Test				Post Test			
			Date	Med*	Mean*	S.D.	Date	Med*	Mean*	S.D.
Southold	1	11	5/66	1.9	1.9	---	8/66	2.1	2.1	---
Georgetown	1	3	5/66	---	1.2	---	8/66	---	1.4	---
Caledonia Mumford	1	14	5/66	1.7	1.7	0.14	8/66	1.9	1.9	1.0
Interlaken	1	5	5/66	1.7	1.7	---	8/66	1.6	1.8	---
Frewsburg	1	22	5/66	2.0	2.1	0.5	8/66	2.4	2.4	0.3
Pavilion	1	10	5/66	1.6	1.6	---	8/66	1.7	1.7	---
Southold	2	10	5/66	2.7	2.7	---	8/66	2.6	2.6	---
Georgetown	2	8	5/66	2.5	2.5	---	8/66	2.4	2.5	---
Caledonia Mumford	2	14	5/66	2.4	2.4	0.5	8/66	2.7	2.8	1.5
Interlaken	2	7	5/66	2.3	2.3	---	8/66	2.5	2.5	---
Frewsburg	2	36	5/66	3.1	2.9	0.8	8/66	3.3	3.2	0.8
Pavilion	2	11	5/66	2.5	2.5	---	8/66	2.5	2.4	---
Middlesex Valley	2	18	5/66	1.6	1.8	---	8/66	2.0	1.9	---
Webutuck	2	33	5/66	1.8	2.0	---	8/66	2.1	2.1	---
Southold	3	7	5/66	3.7	3.7	---	8/66	3.9	4.4	---
Frewsburg	3	29	5/66	3.8	3.9	0.9	8/66	4.3	4.3	0.6
Pavilion	3	10	5/66	2.8	2.7	---	8/66	3.5	3.4	---
Southold	4	10	5/66	3.8	3.9	---	8/66	4.0	3.8	---
Frewsburg	4	25	5/66	4.9	5.0	1.6	8/66	5.6	5.6	1.9
Pavilion	4	10	5/66	3.1	3.1	---	8/66	3.3	3.4	---
Southold	5	10	5/66	5.9	6.1	---	8/66	6.3	6.2	---
Frewsburg	5	17	5/66	7.3	7.1	1.3	8/66	7.7	7.5	1.3
Pavilion	5	10	5/66	3.9	3.8	---	8/66	4.3	4.3	---
Southold	6	9	5/66	5.6	5.5	---	8/66	6.1	6.2	---
Frewsburg	6	14	5/66	7.1	7.3	1.4	8/66	6.6	6.7	1.6
Pavilion	6	8	5/66	4.9	4.9	---	8/66	5.4	5.0	---

*Grade Level

Table 14

Pre-Post Test Results for Title I Projects

Name of Test: **Metropolitan Arithmetic Achievement**

School District	Grade Level	No. of Students	Pre Test				Post Test			
			Date	Med*	Mean*	S.D.	Date	Med*	Mean*	S.D.
East Meadow	2	75	7/66	2.4	2.3	----	8/66	2.9	2.9	----
Hermon DeKalb	2	21	7/66	2.8	2.3	----	8/66	3.3	3.1	----
East Meadow	3	100	7/66	3.3	3.2	----	8/66	3.7	3.8	----
Hermon DeKalb	3	17	7/66	3.1	2.4	----	8/66	3.4	2.2	----
East Meadow	4	107	7/66	4.5	4.4	----	8/66	4.4	4.4	----
Hermon DeKalb	4	15	7/66	4.3	3.7	----	8/66	5.2	4.4	----
Bath	4	26	7/66	4.6	4.7	0.6	8/66	5.6	5.4	0.8
East Meadow	5	99	7/66	5.2	5.3	----	8/66	5.2	5.6	----
Bath	5	23	7/66	5.7	5.6	0.6	8/66	5.7	5.7	0.5
Bath	6	17	7/66	6.5	6.8	0.8	8/66	7.4	7.3	0.8
Averill Park	6	45	7/66	6.7	6.7	0.7	8/66	7.4	7.2	0.8

*Grade Level

PART II COMPREHENSIVE ANALYSIS[1]

1. STATISTICAL INFORMATION[2]

Table 15A-1

U.S. Office of Education 10% Sampling: Data From Statistical Reports

Clas-sifi-cation	Number of school dist. for which Title I programs have been approved	Number of children on which allocation was based	Funds actually committed	Unduplicated count of children				Average cost per pupil Column 4 by Col. 5
				Total Columns 6 7 and 8	Public	Non-public	Not enrolled	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
A	7	204,373	$74,798,186.56	467,550	401,806	65,029	.715	$159.98
B	6	6,602	2,410,525.57	30,114	25,455	4,544	115	80.04
C	42	8,157	2,990,250.26	58,951	48,390	10,160	401	50.72
D	25	5,955	2,177,498.23	19,965	15,997	3,590	378	109.06
E	4	164	59,869.10	1,134	1,134	--	--	52.79
Total	84	225,251	82,436,329.72	577,714	492,782	83,323	1,609	$142.69

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[1] For interpretation of S.M.S.A. designations see Appendix to State Annual Evaluation Report outline submitted by the U.S. Office of Education.

[2] Due to the lateness of the appropriation, much of the funding was used to provide summer programs.

Table 15A-2

Total Number of Participating Children (Estimated) Funds Actually Committed in each S.M.S.A.[1] Designation

Classification	Number of school dist. for which Title I programs have been approved	Number of children on which allocation was based	Funds actually committed	Unduplicated count of children				Average cost per pupil Column 4 by Col. 5
				Total Columns 6 7 and 8	Public	Non-public	Not enrolled[2]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
A	10	216,300	$ 78,961,998	522,233	453,534	68,699		$ 151.26
B	13	9,900	3,619,124	57,343	47,715	9,628		63.49
C	402	40,300	14,695,837	161,758	144,418	17,340		90.85
D	250	27,600	10,089,679	108,725	96,366	12,359		92.80
E	171	6,300	2,303,789	9,422	9,385	37		241.94
Total	846	300,400	$109,670,427	859,481	751,418	108,063		$ 127.60

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[1] Includes data from Table 15A-1 above.

[2] Definition of "not enrolled" was unclear to local districts. Data in this category submitted by the school districts have been excluded because they were greatly inflated.

PART II.

*1. **STATISTICAL INFORMATION** (Continued)

Table 15-B[1]

Projects for Handicapped Children
Total Number of Participating Children and Funds Actually Committed in Each Area Classification

Classification	Number of LEA's for which Title I programs have been approved	Funds Actually Committed	Unduplicated Count of Children	Average Cost per pupil Col. 3÷ Col. 4
A	18	$1,011,480.00	2,101	$481.43
B	0	0	0	0
C	13	640,359.00	1,463	437.70
D	7	315,356.00	714	441.68
E	2	13,748.00	71	193.63
TOTAL	40	$1,980,943.00	4,349	$455.49

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[1] The appropriation for handicapped children (PL89-313) came at a much later date and the student body was limited in number.

2. ESTABLISHING PROJECT AREAS

List in rank order the most widely used methods for establishing project areas. (For example, census information, AFDC payments, health statistics, housing statistics, school surveys, etc.)

The following list indicates in rank order the most widely used methods for establishing project areas.

Table 16

Methods for Establishing Project Areas Listed in Rank Order

1. Census information
2. AFDC payments
3. Free school lunch statistics
4. Poverty areas as established by Office of Economic Opportunity
5. Health statistics
6. Housing statistics
7. School surveys
8. County welfare statistics

*3. NEEDS

List in rank order and describe the most pressing pupil needs in your State that Title I identified to meet. (For example, inadequate command of language, poor health of the children, inadequate nutrition, speech defects, etc.)

The following five tables give in rank order for each SMSA designation the most pressing needs in New York State that Title I identified to meet.

Table 17

Pupil Needs in Rank Order According to Area Designation A

Student Needs	Frequency
1. Raising of general achievement	32
2. Improvement in skill areas other than reading	21
3. Improvement in reading	20
4. Improvement of attitudes toward school	15
5. Increased emotional and social stability	9
6. Reduction of high dropout rate	8
7. Treatment of health impairments--other than hearing and visual	7

Table 18

Pupil Needs in Rank Order According to Area Designation B

Student Needs	Frequency
1. Improvement in reading	17
2. Raising of general achievement	14
3. Improvement in skill areas other than reading	12
4. Improvement of attitudes toward school	10

Table 19

Pupil Needs in Rank Order According to Area Designation C

Student Needs	Frequency
1. Improvement in reading	269
2. Raising of general achievement	168
3. Improvement in skill areas other than reading	130
4. Improvement of attitudes toward school	32
5. Reduction of high dropout rate	31
6. Treatment of health impairments	23
7. Treatment of speech impediments	18
8. Increased emotional and social stability	18
9. Reduction of high absentee rate	8

Table 20

Pupil Needs in Rank Order According to Area Designation D

Student Needs	Frequency
1. Improvement in reading	177
2. Raising of general achievement	118
3. Improvement in skill areas other than reading	63
4. Reduction of high dropout rate	20
5. Improvement of attitudes toward school	18
6. Treatment of health impairments	12
7. Clothing	10
8. Extension of services for the mentally retarded	7

Table 21

Pupil Needs in Rank Order According to Area Designation E

Student Needs	Frequency
1. Improvement in reading	33
2. Improvement in skill areas other than reading	16
3. Improved performance on standardized tests	16
4. Improvement of attitudes toward school	5

*3. The following table lists in rank order the most pressing needs of the handicapped children identified under Title I, in New York State.

Table 22

Student Needs of the Handicapped Listed in Rank Order

Student Needs	Number of Projects
Aid for the deaf	19
Aid for the visually handicapped	9
Aid for the mentally retarded	4
Improvement of poor health	2
Aid for the emotionally and socially unstable	2
Aid for the crippled	1
Development of positive attitude toward school	1

*4. LOCAL EDUCATIONAL AGENCY PROBLEMS

Indicate the principal problems local officials encountered in implementing projects. (Be specific--for example, if lack of personnel is a problem indicate what types of personnel.)

The most prevalent problem was the vast amount of time and energy expended in submitting applications for project approval. The consensus was that too much paper work and the accompanying red tape imposed hardships upon the existing staff, especially the administrators Though a few noted that application forms for this year have been simplified somewhat, a need for improvement still exists.

Another problem involved staffing. Schools indicated a lack of qualified personnel to work with the educationally disadvantaged. This was particularly evident in the specialized areas, such as psychologists, social workers, and reading teachers. Efforts to provide instructional services resulted in competition for qualified people in certain limited areas. This competition still exists. Certain districts have had to revise their salary schedule upwards to obtain and retain such specialized personnel as school psychologists.

Other problems included: not enough money allocated to finish the job; insufficient time for planning and providing necessary foundations, as well as for purchasing items and hiring personnel; difficulties in getting working materials, because companies were flooded with orders; too much testing required in such a short time; difficulty in receiving final payments of Federal money, or even in receiving any of the payments; poor pre-planning, resulting in duplication of effort; early deadlines, which complicated project development; lateness in getting project approval; confining guidelines; and the need for additional guidelines, as some were unsure of course of direction.

The following statement, regarding advanced knowledge of extent of funding aptly expresses the sentiment of local school districts in New York State: "This is essential because of the difficulties involved in New York City in preparing for curriculum changes, shifts in pupil location, ordering and receiving instructional materials and other supplies, and in obtaining any additional licensed instructional and non-instructional personnel that may be needed."

The following are among the suggestions most frequently given by local education agencies for alleviating some of the problems that now exists:

1. Application forms need to be simplified.
2. Payment should be submitted in full to LEA.
3. A simplified financial form detailing all expenditures should be filed with the State Title I Office immediately upon completion of the project.
4. The LEA should have the option to substitute materials, equipment, and other costs as the development of a program indicates need, rather than being requested to obtain permission from State Title I Office.

*4. The principal problems encountered by the schools for the handicapped in implementing projects were in the areas of project approval and finances. Many schools reported that late approval of projects was a cause for recruitment problems. Because potential staff could not be assured employment, they accepted jobs elsewhere. Some of the schools felt they weren't given ample time for planning and for securing the necessary materials, again giving the lags between planning, approval, and implementation as a reason.

Though not so serious, the problem of finances was generally widespread. The common difficulty was that funds were received late. One school expressed the feeling that added expenditures were necessary to keep all the books and records required by Title I. Another stressed the need for greater clarity in accounting procedures.

One school complained that the criteria established for the special schools for the handicapped should be different from those established for local school districts. Perhaps the following statement, as expressed by one reporting school, sums up this and other feelings of the majority: "As a State operated facility we found it extremely difficult, and in some cases impossible, to actually do some of the things which were included in our approved Title I proposals. Some services and activities which required funding could not be implemented because the State process had no provision or category for making these payments. Several of our regular teachers, who are off during the summer, were hired as instructors in the day camp. We had a most difficult time getting this approved because it was regarded as extra service - additional salary - and the State does not approve of this. Many of the extra services and activities we can provide for the students require the direction of persons trained in that area, with the deaf, in our case. These people are hard to find; our own staff is the very best resource. It is unfortunate to deprive us of using these skilled people to carry out the proposals. The opportunities available through the use of Title I, ESEA are fantastic. We are distressed that we may not be able to take full advantage of them just because we are a State facility."

*5. ACTIVITIES FUNDED

State the most prevalent types of activities funded.

The following five tables list in rank order the most prevalent types of activities funded.[1]

Table 23

Types of Activities Funded According to SMSA Designation A

Instructional Area	Frequency
1. Reading	14
2. General elementary & secondary education	12
3. Cultural enrichment	11
4. Mathematics	9
5. Physical education recreation	6
6. Reduction of class size through additional teaching staff	5
7. Art	4
8. English language arts	4
9. Special education for the handicapped	4
10. Teacher aides and other sub professional help	4
11. Music	3
12. Prekindergarten	3
13. Vocational	3
14. Speech Therapy	2
15. Business Education	1
16. Foreign language	1
17. Home economics	1
18. Kindergarten	1

Service Area	Frequency
1. Guidance and counseling	16
2. In-service training for staff personnel	11
3. Other	9
4. Health	7
5. Psychological services	7
6. Tutoring and/or study centers	5
7. School social work and home-school visiting	3
8. Library services	2
9. Food	1
10. Attendance services	1
11. Curriculum materials center	1
12. Transportation	1

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[1] The data in these tables correspond to the priorities established by New York State and listed on page 5 of this report.

Table 24

Types of Activities Funded according to SMSA Designation B

Instructional Area	Frequency
1. Reading	11
2. Prekindergarten	8
3. Mathematics	7
4. Cultural enrichment	6
5. English language arts	6
6. General elementary & secondary education	6
7. Kindergarten	3
8. Physical education & recreation	3
9. Speech therapy	3
10. Work-Study	2
11. Art	1
12. Science	1
13. Vocational	1
14. Teacher aides and other sub-professional help	1
15. Other	1

Service Area	Frequency
1. In-service training for staff personnel	11
2. Psychological services	4
3. Guidance and counseling	3
4. Library services	3
5. Tutoring and/or study centers	3
6. Related services for parents	2
7. Other	2
8. School social work and home-school visiting	1

Table 25

Types of Activities Funded According to SMSA Designation C

Instructional Area	Frequency
1. Reading	245
2. Mathematics	72
3. General elementary & secondary education	57
4. English language arts	48
5. Prekindergarten	36
6. Physical education and recreation	29
7. Speech therapy	24
8. Cultural enrichment	23
9. Reduction of class size through additional teaching staff	16
10. Science	14
11. Music	13
12. Teacher aides and other sub-professional help	12
13. Art	10
14. Kindergarten	9
15. Industrial arts	5
16. Special education for the handicapped	5
17. Work-study	5
18. Social studies and/or social sciences	3
19. Business education	2
20. Vocational	2
21. Home economics	1
22. Other	1

Service Area	Frequency
1. In-service training for staff personnel	72
2. Guidance and counseling	61
3. Library services	45
4. Psychological services	34
5. Health	27
6. Tutoring and/or study centers	20
7. Other	19
8. School social work & home-school visiting	18
9. Attendance services	9
10. Curriculum materials centers	6
11. Related services for parents	4
12. Transportation	2
13. Psychiatric services	2
14. Pre-service training for staff personnel	1

Table 26

Types of Activities Funded According to Area Designation D

Instructional Area	Frequency
1. Reading	205
2. General elementary & secondary education	51
3. Mathematics	41
4. English language arts	27
5. Prekindergarten	27
6. Cultural enrichment	24
7. Physical education & recreation	23
8. Teacher aides & other sub-professional help	18
9. Science	15
10. Reduction of class size through additional teaching staff	15
11. Speech therapy	14
12. Music	11
13. Social studies and/or social sciences	11
14. Kindergarten	10
15. Art	8
16. Vocational	5
17. Business education	4
18. Industrial arts	3
19. English as a second language	2
20. Special education for the handicapped	2
21. Other	2
22. Foreign language	1
23. Home economics	1
24. Work-study	1

Service Area	Frequency
1. In-service training for staff personnel	79
2. Guidance and counseling	42
3. Library services	41
4. Health	26
5. Psychological services	24
6. School social work and home-school visiting	17
7. Other	14
8. Tutoring and/or study centers	11
9. Pre-service training for staff personnel	5
10. Food	5
11. Curriculum materials center	3
12. Attendance services	1
13. Transportation	1

Table 27

Types of Activities Funded According to Area Designation E

Instructional Area	Frequency
1. Reading	51
2. Teacher aides and other sub-professional help	10
3. Mathematics	8
4. Prekindergarten	5
5. Reduction of class size through additional teaching staff	5
6. English language arts	4
7. Physical education and recreation	4
8. Science	4
9. General elementary & secondary education	4
10. Art	3
11. Cultural enrichment	3
12. Music	3
13. Kindergarten	2
14. Industrial arts	1
15. Social studies and/or social sciences	1
16. Speech therapy	1
17. Special education for the handicapped	1

Service Area	Frequency
1. Library services	13
2. In-service training for staff personnel	8
3. Guidance and counseling	6
4. Tutoring and/or study centers	4
5. Food	2
6. Health	2
7. Psychological services	2
8. Curriculum materials center	2
9. Other	2
10. School social work and home-school visiting	1
11. Attendance services	1
12. Transportation	1

*5. The table below lists in rank order the most prevalent types of activities funded to the schools for the handicapped.

Table 28

Types of Activities Funded to the Schools for the Handicapped

Instructional area	Number of Projects
1. Special education for the handicapped	14
2. General elementary and secondary education	4
3. Prekindergarten	4
4. English language arts	3

Service Area	Number of Projects
1. Guidance and counseling	8
2. In-service training for staff	7
3. Health	4
4. Related services for parents	4
5. Waiver of free materials	3
6. Psychological services	3

6. EXEMPLARY PROJECTS

List particularly innovative and/or exemplary projects or activities and briefly describe approaches for each classification of local education agency. (One criterion in selecting an innovative project is whether it merits dissemination to other local education agencies with similar characteristics.) Also include human interest materials or incidents involving Title I projects.

In classification A, there are five projects that merit dissemination to other local education agencies with similar characteristics. Each project is briefly described below.

New York City - After-School Study Centers

This program provided special remedial and tutorial instruction for disadvantaged children in After-School Study Centers throughout New York City. It was available to all pupils on a volunteer basis. The objectives were to provide remedial and pupil personnel services beyond the regular program and to make available personnel and facilities to provide opportunity and incentive for pupil improvement. (See CUE Report included in 10% Sampling)

Syracuse - Mobile Classroom

The mobile classroom was used for field trips. Teachers, while enroute, conducted regular classes and put travel time to good use. Within the "classroom" movies were shown, and a P.A. system was used to aid the teacher in communicating with the students. (See Report included in 10% Sampling)

Buffalo - Program PLUS

The PLUS program provides compensatory education for educationally deprived children in the target area of Buffalo.

The intent of the project is to provide the additional staff necessary to insure that each elementary school child in the public and private schools of the target area receive maximum exposure to remedial work in reading and speech by permitting small group and individualized instruction in specific areas of difficulty.

Albany - Expansion of First Grade Program

This $140,000 Title I program geared to fifteen elementary schools in target areas provided a mass attack on problems of the educationally disadvantages at the early developmental stage. The program included traveling teachers who conducted demonstration classes within the classroom and tested children to diagnose difficulties. Provision for additional professional staff improved the teacher-pupil ratio and added teacher assistants on a one-to-one ratio with certified teachers of these youngsters. The expanded services included in-service education for teachers, additional classroom and curriculum equipment and materials. A great emphasis was placed on parent involvement in their children's field trip and library activities.

Rochester - Art Action Centers

The Centers were developed to provide a means for students to "work out their anxieties, tensions, and animosities" in a socially acceptable manner and to provide "a means of communication for many students lacking in verbal skills." Studios were instituted that provided exclusively for three-dimensional expression requiring the use of tools and equipment that are called for in the shaping, pounding, and combining of materials and lead to vigorous activity. By providing for activities that can be accomplished without the need of verbal skills for instruction or execution, those students with a deficiency in such skills found no deterrent to their full participation in this school activity. In addition, permanent and beautiful artifacts were created with which the students could identify. (See Report included in 10% Sampling)

In classification B there are three projects that merit dissemination to other local education agencies with similar characteristics. Each project is briefly described below.

Spring Valley - Summer Pre-K

A unique feature of this pre-kindergarten program was the family trip aspect. Family groups of culturally disadvantaged people whose children were in this "pre-k" program were taken on six afternoon and evening trips to various theatres, museums, concerts, and points of historical interest within a 50 mile radius of the district. Even for many of the parents in the group, this was a first time experience. (See Report included in 10% Sampling)

Niagara Falls - Ornamental Horticulture

Instruction and training was provided in vocational horticulture for persons over 14 years of age and involved the study of orchard and garden plants, such as fruits, vegetables, flowers, ornamental plants and nursery stock. For students of more limited ability a supervised work-experience program was initiated. In this program a major part of the school day was expended in the laboratory green house.

Long Beach - Remediation - Pupil Personnel

A team of pupil personnel professional staff was added to to the school district staff to serve disadvantaged children at all grade levels. Part of the function of this staff was to coordinate pupil personnel activities throughout the district to assure the effective use of services to disadvantaged children and their parents. In addition, in-service training of this group of specialized personnel was included to provide better understanding of the problems of the children and parents and information of community resources available.

In classification C there are seven projects that merit dissemination to other local education agencies with similar characteristics. Each project is briefly described below.

Lakeland - American Workshop

An "American Workshop" has been created by a team of teachers for twelfth graders who are culturally deprived and who are entering local community life upon their graduation. The students have been confronted with political, economic, and social situations more akin to their actual experience than is possible during the typical classroom and textbook approach. The course was structured around ten trips made to such places as the County Court House in White Plains, Museum of Modern Arts, and a meeting of the Board of Education, among others. Class size was limited to about 16 students to offer maximum opportunity for discussion. Outside speakers - leaders in the fields of politics, economics and the arts - were brought into the class for an exchange of ideas. The students were thus exposed to institutions and men who are to play a vital role in their lives as citizens of the community. Although the primary emphasis of the course was on reading and writing, the course was structured to promote critical thinking.

Katonah Lewisboro - PRO Circuit

As part of the summer project, an experimental study was conducted. The purpose of this study was to determine whether children who have reading difficulties can be helped through a course of training in gross physical-motor coordination aimed at developing automatic, noncognitive, balancing and body movements. These children are seen as having a deficit in the Perception-Organization Response (PRO Circuit) that prevents them from adequately receiving, retaining, organizing, abstracting, synthesizing and reproducing or otherwise responding automatically to materials presented visually.

Approximately sixty-eight children in grades one to three participated in this study. They were matched on the basis of sex, reading performance, and PRO circuit dysfunction as defined by performance on the Bender-Gestalt, and Ravens' Progressive Matrices. These tests, as well as the California Reading Test, were administered at the beginning and end of the five-week program. The children met in non-graded classes ranging from eight to ten in class size. In order to control for experimental effect, an equal number of experimental and control pupils were assigned to each teacher. Both experimental and control groups received one- and-one-half hours of comparable reading instruction. Each class received intensive remedial reading instruction emphasizing a synthetic-phonic approach. Linguistic readers emphasizing the short vowel sounds were used for grades one and two. These materials were used to give the children practice in applying their newly acquired phonic skills. In addition to the reading instruction, the experimental group received one-half hour of coordination training: trampoline jumping, practice with a balance board, cross pattern creeping and walking exercises, and hopping and skipping. The control group received a comparable period of supervised free play.

The data are now being analyzed to determine to what extent the experimental variable influenced the reading performance of the pupils in the experimental group and to determine the relationship between reading performance and PRO skills.

Baldwinsville - Program for Potential Drop Outs

A secondary level project was directed toward decreasing drop outs. Sixteen teachers adopted from two to ten students to share informal out of school and weekend activities. The program itself was of a scope requiring each teacher to work with children on individual activities and with a small group on appropriate occasions. The facilities used varied according to the needs of the child: industrial arts workshop, home economics laboratories, art or music facilities, or physical education equipment. As the student and teacher became better acquainted, the school facilities were supplemented by visits to museums, department stores, fishing trips, camping trips, or visits with the teacher's family or with the teacher alone. The majority of the teachers who became actively involved agreed that there were strong indications of successful results on the part of the pupils. They saw improvements in social and cultural behavior and in attitudes toward education. The high state of interest on the part of the pupils during the project and the statements of desire to continue indicate some degree of success. Only one pupil dropped out of school.

Huntington - Remedial Summer Program

This summer program at the secondary level was most innovative. Rather than the traditional concentrated review of the regular course, secondary summer school in all content areas was based on the individual needs of the secondary students in the area which they elected for their summer program.

Fayetteville-Manlius - Learning Disabilities Center

The center attempted to attack the problem of educational disability through a united and cohesive approach. It approached the problem from four standpoints: a. diagnosis; b. remediation; c. curriculum development; and d. cultural enrichment.

a. Diagnosis - A reading diagnostician, a school psychologist, and a home-school counselor worked as a group in identifying the special educational deficiencies and psychological problems of disadvantaged children.

b. Remediation - Two reading clinicians (working with severe problems), a mathematics clinician, a consultant to the Slow-Learner Program, and the home-school counselor planned and provided the necessary services for the children whose special needs were identified.

c. Curriculum Development - Another responsibility of the consultant to the Slow-Learner Program was that of providing assistance in the development of a Slow-Learner Curriculum (grades K-12). This person worked with teachers and administrators from the elementary, secondary, and district-office levels.

d. Cultural Enrichment - A coordinator of federal projects for the district assumed the overall responsibility for the planning and scheduling of field trips and cultural programs to broaden the cultural backgrounds of educationally deprived children.

Levittown - Center for Learning Development

The center accepted referrals of public and non-public school students, from their teachers, counselors, and administrators. The children referred are all judged to have a potential for average or better than average educational attainment which has become retarded by academic, psychological, and/or socio-economic difficulties manifested by below average performance in reading, speech, or mathematics. Pupils were grouped for a course of instruction at the Center in accordance with the diagnostic information forwarded by the home school considered together with the results of diagnostic tests administered at the Center. A typical class group consisted of four to eight students of similar age, grade, intellectual capacity and the type of difficulty identified by the completed diagnosis.

Ossining - Developing Mainstream Skills and Aspirations

The program was geared from its inception to the concept that learning is fun and requires personal effort. The skills stressed were those of communication - reading, writing, listening, speaking, and spelling. In an effort to raise aspiration level and upgrade personal learning image, students interviewed major citizens of the community, such as, the mayor, the librarian, the newspaper editor and the postmaster. Directed study was aimed toward increasing the language arts skills using the interview materials. This activity was supplemented with audio-visual equipment including tape recordings and photographic equipment to provide a less formal means of attacking the skills areas.

In classification D there are five projects that merit dissemination to other local education agencies with similar characteristics. Each project is briefly described below.

Hancock - Summer Camp

Fourteen disadvantaged boys and girls from grades three through ten participated in a summer camping experience built on individual teaching, personal conferences, and small classes. Educationally deprived slow readers were taught in a classroom cottage with the necessary controlled reader units and abundant resource materials. The camping experience also provided close supervision and guidance, sports and recreational activities as well as companionship. (See Report included in 10% Sampling)

Genoa - Industrial Arts - Reading Motivation Program

A basic ingredient of this program was increasing the technical vocabulary through study in the industrial arts. Students found that by careful reading in the electrical area, they could successfully assemble various objects. Field trips to industry were conducted one day a week. These trips were coordinated with the area of industrial work being studied. Dining out in a restaurant for the noon meal was an integral part of each industrial visit.

Kingston - Practical Crafts Program

The 36 students in the program had been retained once, and in most instances twice, during the first eight grades and were judged to be potential drop outs. The program was geared to providing satisfactions and successes on an individual basis. One-half day was devoted to the core subjects - English, social studies, math, science- with special reading help for one to five periods a week. The other half-day was used to provide a practical crafts course in carpentry - application of sheet rock, siding,paneling, painting, roofing, and flooring. In the same building was housed a group of children under the care of the Association for Retarded Children. The boys in the crafts program took an interest in the children and made toys, coat racks and other gifts for them. It offered them an opportunity to be of service to these less fortunate children. There was a noticeable decrease in the number of disciplinary referrals among these boys. Most of the boys appeared to take pride in the work they accomplished. For the majority, school changed from a place where failure was expected to a place where success was an attainable goal. In this setting the boys worked cooperatively with other students to fulfill goals and objectives.

Ellenville - Giant Step

This unusual program included arts, field trips, and cultural experiences brought to the program through the donation of services by many performing artists who play the Catskills during the summer months. Among these were a group of American Indian folksingers, a concert pianist, and several repertory companies. Hotel owners donated an award dinner to culminate this program. This program is an excellent example of community support and cooperation.

Watertown - Summer Reading Camp

Two summer reading camps for 160 disadvantaged children of elementary school age were set up for a two week period. Reading classes were an integral part of the camp program. Classes were informal and the program included swimming, nature, arts and crafts, and camp craft as well as reading classes. This was the first time most of the children involved had ever experienced community living of this kind.

In classification E there are four projects that merit dissemination to other local education agencies with similar characteristics. Each project is briefly described below.

Gilbertsville - Reading and Art Program

Eighteen seven, eight, and nine year old children participated in a correlated reading-art program for six weeks. The purpose was not only to improve reading skills but also to give the children an opportunity to create and to express themselves more fluently. The art program was planned to form a visual link with the reading experience. Although records and pre-recorded stories were utilized, the main part of the reading material was original stories told by the children and written up for them. The stories were taped by the children. After creating a story, the child then expressed some part visually, either in drawing or painting, or by making clay models or puppets. The language in the stories was recorded as much as possible as the children talked, thereby making the reading more natural.

Roxbury - Expanding the Horizons of the Culturally Disadvantaged

This program was planned for the culturally disadvantaged children from grades three through eight and designed to broaden their horizons. It included field trips and preparation for life experiences. The daily plan consisted of breakfast and personal grooming each morning; orientation based on the study of historical and geographic information of places to be visited; camping procedures; menu-planning and preparation for each meal; science; and evaluation of the experience. The students exhibited enthusiasm, pleasure, and fine conduct in the various stages of planning, executing, and evaluating the experience.

Windham Ashland - Student Employment Program

A program of student employment was initiated for students in need of financial aid or as a short-term motivation to keep these children in a school experience. Twelve students were offered employment up to ten hours per week. Six of these had had no previous work experience. In addition to any hoped for latent benefits, such as the poor reader helping in the library and the student in need of better study habits being responsible for organizing his performance of certain fixed tasks each day, an unexpected benefit accrued. This student group, having a somewhat less than average attendance record, attained a nearly perfect collective attendance record during the three months of the project.

St. Regis Falls - Remedial Instruction in the Skills Areas

Additional supervisory and curriculum coordination was provided to enhance the educational opportunities for the educationally disadvantaged children. In a school district whose total school population - kindergarten through twelfth grade - numbers 581, this was truly an innovative addition to the school program. An important aspect of this program was the diagnosis of academic deficiencies and the prescription for treatment which included individualized corrective methods.

*7. METHODS OF INCREASING STAFF FOR TITLE I PROJECTS

Summarize the methods LEA's are using to develop or increase staff for Title I projects.

The method most widely used by the local education agencies to increase or develop its staff for implementation of Title I was in-service or pre-service training of existing personnel in the community. In all the SMSA categories, this method by far outnumbered the other methods used. Another method used was the hiring of additional professional persons trained in the needed specialties. However, because there was a scarcity of professional persons in the areas desired, many schools, instead, utilized sub-professional help, mainly teacher aides. It should be noted that schools for the handicapped faced these same problems.

8. MEASURING INSTRUMENTS

For each school level, list the most prevalently used instruments including standardized achievement tests. (indicate the form.)

(a) Pre-Kindergarten/Kindergarten
(b) Grades 1-3
(c) Grades 4-6
(d) Grades 7-9
(e) Grades 10-12

In September 1965 the New York State Pupil Evaluation Program was established to assess the reading and arithmetic achievement of every pupil in the State enrolled in grades 1, 3, 6, and 9 in both public and non-public schools. The tests in this program are indicated below:

Table 29

New York State Tests by Grade Level Used in the State's Evaluation Program

Grade(s)	Test(s)
1	New York State Readiness Tests
3 and 6	Reading Tests for New York State Elementary Schools
3 and 6	Arithmetic Tests for New York State Elementary Schools
9	Minimum Competence Test in Reading for New York State Secondary Schools
9	Minimum Competence Test in Arithmetic Fundamentals for New York State Secondary Schools

All of the above are provided by the Department at no cost to both public and non-public schools. The tests are scored locally; only the distributions of raw scores by grade and building are returned to the Department. The Department then processes these forms, and each school system is provided with an analysis and summary of its test results together with Statewide normative information.

*9. ANALYSIS OF EFFECTIVE ACTIVITIES AND METHODS:

(a) For each school level listed below, cite the five project activities which you judge to have been most effective. (Grade levels listed below are for clarification purposes.)

(1) Early years--(Preschool through grade 3)
(2) Middle years--(Grade 4 through 6)
(3) Teen years--(Grade 7 through grade 12)

(b) For each of the project activities you listed above, discuss the strengths and weaknesses of critical procedural aspects (for example, facilities, materials, equipment, personnel qualifications and training, schedule, organization, evaluation, etc.)

(a) and (b) After consultation with supervisory units of the Department which are responsible for field observation and consultation for Title I projects, the project activities indicated below were judged to have been most effective for the specific school levels.

(1) Early years

a. Area C. Pre-Kindergarten Program (22 weeks)

Strengths:

The length of the program, made possible because it had been started on a volunteer basis (indicating prior civic concern), was a major strength.

In addition, imaginative use was made of available facilities. Their location in the very center of the "target" area provided an opportunity to have an "open-air" demonstration of preschool education for the neighborhood. As a result of this, and a very intensive home-visiting program, the project has gained a great deal of community support.

Supervision of the program by the Elementary Curriculum Coordinator provided the opportunity for continuity in the form of follow-up in the public schools which the children will attend.

Weaknesses:

The personnel need more training in early childhood education, and time should be provided for consistent in-service education.

b. Areas D and E. Pre-Kindergarten Program

Strengths:

Cooperative planning, growing out of one school's Head Start program during the summer of 1965, made possible an effective organization of three centers, an orientation workshop for personnel (teacher and aides) and continuing in-service training by a qualified supervisor.

Equipment (ordered by the supervisor in consultation with the State Education Department) not only provided the means of implementing a good prekindergarten program for the summer but will upgrade programs offered in kindergartens throughout the district.

Consultation provided by the Department's Bureau of Child Development and Parent Education has alerted many administrators in the district to needs such as:

more space for kindergarten groups
additional materials and equipment
in-service training for staff
re-evaluation of kindergarten program

Weaknesses:

The major weakness was in qualification and training of personnel. The need was not so much for adequate certification as for "refresher" work, contact with professional groups and the newer literature of the field, and sound understanding with which to combat recent pressures for "pushing down" content. (i.e. introducing materials formerly the province of a higher level at an earlier level rather than devising new methods.)

c. Areas D and E. Pre-Kindergarten Program

Strengths:

Cooperative planning, including the orientation workshop with consultants from the Bureau of Child Development and Parent Education, will continue to provide an interchange of ideas which will enrich all programs for young children, including the regular kindergarten programs.

Equipment secured for summer projects (through consultation with State Education Department) will upgrade kindergarten programs.

Many administrators have been alerted to needs for early childhood education and to a consideration of the Bureau of Child Development and Parent Education as a source of help in meeting some of these needs.

Weaknesses:

Facilities in some cases are totally inadequate, and equipment, though improved, not appropriate.

Although capable of dealing with day-to-day experiences in the classroom, personnel often lack an academic knowledge of the way children learn.

d. Area D. Pre-Kindergarten Program

Strengths:

Services representing almost "saturation" level, including health, psychological, and social services are provided. Coordination of effort by teachers, aides, nurses, psychologists, dental hygienist, doctor, social worker and supervisory staff is exemplary and was evidenced in the quality of the observed program.

Facilities, materials and equipment are all quite good.

Qualification and training of personnel are excellent.

Use of aides is excellent - probably a part of the good coordination of total program.

This very fine program could serve as a demonstration of the value of a pre-kindergarten program and of the need for re-evaluating the ensuing kindergarten program.

Weaknesses:

Follow-up in kindergarten - unless those people involved in the summer program can push for an evaluation of facilities and program, the pre-kindergarten will be lost.

e. Area B. Pre-Kindergarten Program

Strengths:

Improvement in facilities, materials and program after the 1965 experience with Head Start was evidenced.

The provision for in-service training for teachers one day a week will, no doubt, be reflected in improved programs during the regular school year.

Weaknesses:

Some facilities are still inadequate and equipment needs to be supplemented.

Although certified, many teachers need "up-dated" training to increase understanding of early childhood education.

(2) Middle Years

The following are representative project activities for grades 1 through 6; they are not specified by standard metropolitan statistical area because the project activities discussed appeared in all areas.

a. The use of the diagnostic clinic for early identification and prevention.

Strengths and Weaknesses:

1. The use of the combined services of the personnel trained in speech therapy, psychology, diagnostic reading techniques, nursing and social work provided a many faceted diagnosis for possible treatment.

2. Such diagnosis provided the school with the means to more scientifically identify the cause of problems initially identified by the classroom teacher.

3. Corrective work was most effective when limited to small groups (12 and under) and when conducted in a relatively informal manner. As opportunities for individualized contact increased, negative attitudes appeared to be altered.

b. The expansion of the experiential background. (This type of activity includes field trips and audio-visual centers.)

Strengths and Weaknesses:

1. As prepared and pre-planned projects, these provide a focal point for developing further experiences for disadvantaged children. Unless these are coordinated they result in a confused mass of stimuli which inhibit concept learning.

2. For some projects, a bus equipped with audio-visual media was used to transport children on field trips, thus making it possible to use the travel time for instruction geared to a particular out-of-school experience. However, such a service is limited in its effect by the number of children who can be taken in a bus at one time.

c. In-service training for refining teaching techniques to extend corrective teaching. (Also, in-service for orientation for understanding the needs and means of providing for the needs of the educationally disadvantaged.

Strengths and Weaknesses:

1. Many school districts were motivated to provide in-service training by the need to reorient the conceptual framework within which the disadvantaged child was perceived. Merely recognizing that a change was needed was a strong point.

2. In-service programs contracted from commercial sources often contained inordinately excessive administrative expenses.

3. Frequently, local district personnel could have provided better in-service programs than those for which they contracted from outside sources. Often this was realized only after a program was underway; obviously existing staff would have found it difficult to assume the additional teaching task along with their normal duties.

d. The expansion of pupil personnel services.

Strengths and Weaknesses:

1. In many cases school districts had been unable, financially to employ personnel to provide pupil personnel services but under ESEA, money became available. Qualified personnel in these areas, however, are in ever-increasing demand.

2. More emphasis should be placed on the preventive guidance rather than the "crisis" type guidance.

3. Too often there is a lack of follow-up on the services provided by the pupil personnel people. More emphasis should be placed on coordinating the pupil personnel services.

e. Extended health services

Strength and Weaknesses:
With the extension of health services, hearing losses and limitations on reading-range vision can be identified. Such early identification, with follow-up correction, tends to eliminate learning problems, especially those which are cummulative. In particularly deprived areas, the work of the social workers and nurses in counseling with parents provides a much needed link with public agencies. Furthermore, the home contact may provide much needed information concerning nutrition and sanitation.

(3) Teen Years

a. Programs for reading improvement

Strengths and Weaknesses:

1. Where individual diagnostic procedures were employed, the ensuing instruction could be individualized and geared to the child's needs.
2. Small group instruction involving children with similar problems had an emotionally therapeutic effect in addition to being an aid to learning. The children were able to relate to each other and to the instructor. The gains made may be negated if such an instructional climate is not maintained throughout the academic year.
3. The strongest programs began by relating reading to the environment of the child and brought him beyond this at his own pace.
4. Some programs were not staffed by exceptionally qualified individuals since staff recruitment was delayed because of the lateness of the funding and since specially trained people were in short supply.
5. The selection of materials in some cases indicated a great deal of imagination on the part of the staff.

b. Summer remedial instruction in academic subjects.

Strengths and Weaknesses:

1. Many of the strengths and weakness listed for the "Program for reading improvement" apply here.
2. In addition, coordination of instruction in all of the academic subjects appeared as an effective procedure.
3. Where the practice of using diagnostic measures to determine the skills in which students needed instruction was employed, reading skills programs of a highly individualized nature were effectively set up and carried out.

c. Programs for speech improvement.

Strengths and Weaknesses:

1. Speech improvement activities so coordinated that they were part of the academic program resulted in the most progress.
2. Qualified personnel were in short supply.
3. Programs which utilized a team approach appeared to have been most effective in prescribing diagnostic and remediation procedures.

d. Cultural improvement activities (including experiences with fine arts and practical arts).

Strengths and Weaknesses:

1. Generally cultural improvement activities for the teens presented the occasion to provide instruction in such facets of self-improvement as:
    a. type of clothing to be worn on a field trip
    b. manners for listening
    c. deportment
    d. personal cleanliness
    e. table manners
2. First hand cultural experiences were provided through visits to places such as the Lincoln Center in New York City or the Center for the Performing Arts in Saratoga.
3. When entire families were able to attend these activities, it was possible to expand the experiences of the entire family and perhaps evoke change in the home environment.
4. Several specific projects provided cultural changes by an "adopted" parent plan. A member of the school staff assigned himself to be "parent" to one or two teen-agers and these children spent most of their free time (including weekends) at the home of the "parent." Although changes in mores, grooming, and aspiration level seem to have been effected, it is too soon to say how much carry over and/or conflict may arise when the child returns to his home environment.
5. These projects were strongest when carried out in a manner co-ordinated with the child's academic curriculum and pre-planned so that the child's experience was broadened in a gradual manner.

e. Supplementary guidance activities

Strengths and Weaknesses:

1. At the teen level, "crisis" guidance tends to be the rule. However, the most effective programs were highly coordinated with the child's academic and home life.

2. Supplemental guidance activity permitted a more personal contact between the educationally deprived children and the school and emphasized the needs of these children which were not being met by the school. As a result, new phases of curricula were added to serve these children.

3. Although many schools felt the need for supplementary guidance and had budgeted it, many were unable to obtain personnel qualified to provide the services.

10. GENERAL ANALYSIS OF TITLE I

Generalize about the effectiveness of Title I in enhancing educational opportunities, experiences, achievement, and general attitudes toward education.

The comments contained in this section represent generalizations derived from discussions with the operating and supervisory personnel within the State Education Department.

The most salutary contribution made by the initiation of Title I activity is the impetus toward a re-examination of the responsibility and role of the school in the education of children from the lower socioeconomic groups. Local educators appear to be asking more questions, requesting more consultatory services, and evidencing increased awareness of alternative approaches to the problems characteristic of the pupils eligible for Title I assistance. Another positive aspect of Title I is the promotion of quality integrated education. In addition, requiring cooperative planning between public and non-public school personnel encouraged cohesive education within communities. Community Action Agencies and other federal, state, and local agencies concerned with the problems of the economically deprived were stimulated to incorporate their efforts and to assist the schools in providing ancillary educational services. General community interest in school problems seems to have increased. Whether or not such activity has been accompanied by measurable academic improvement of the underprivileged is still to be determined.

The potential for enhancement of educational opportunities and experiences inherent in the legislation is of great significance. The special summer programs; reduced class size; novel informal teacher-pupil relationships certainly have possibilities of success. Certainly more students are going on more field trips, using more audio-visual equipment, and being exposed to more remedial instruction than ever before. More social workers, more guidance counselors, and more school psychologists are working in more school districts. Whether "more" is truly better remains to be seen.

Fourteen pages of summary tables are included in Part III of this report. Most of these tables represent subjective evaluations by local school district personnel and indicate a positive assessment of Title I activities. These tables should be viewed with some caution however since they are subjective analyses and in addition provide data which have been lumped with no distinction made between reports of large city school districts and small rural districts. A great deal of the positive evaluation is indeed subjective and the objective data which are available (as on pages 36 to 42 of this report) are difficult to interpret.

The accomplishments of the first year should be viewed against the haste of inception (the lateness of the appropriation legislation), the lack of adequate staff, and the fact that most programs ran for only a short summer session.

In the area of evaluation, the same forces resulted in the approval of evaluation plans that superficially met the requirements, rather than an insistence on evaluation plans that would provide meaningful results. Moreover, evaluation is the last step and the most likely place to bear the brunt of the shortages of personnel and errors of budgeting. In other words, neither the results nor the evaluation of results could be expected to be at a satisfactory level.

Moreover, the plans seemed to expect measurable results from relatively minute activities, such as training during a summer school. Title I probably should have been recognized as an operating procedure, a new kind of long-term treatment that would be part of the ongoing school program rather than a detached experimental list of projects. The results can only be measured over a period of years and can only be properly measured by observing the changes in individual pupils as a result of the new treatments rather than an immediate academic spurt by those in a project. The tests used were too broad and the learning time too short to produce significant results. In many cases, the anticipated results should be a limited number of dramatic changes in individual cases rather than significant changes in averages. For this type of analysis, longitudinal, case record, reports are needed over a period of years.

PART III - TABULAR DATA

This section contains several two-way tables which have been adapted for New York State. The following is a listing of the tables included in this section:

Table III - 1.	The Number of Projects that Employed Standardized Tests and Other Measures Tabulated by Grade Level Grouping.
Table III - 2.	Summaries of Effectiveness by Primary Objective and by Grade Level Grouping for Selected Projects in Cultural Enrichment, General Elementary and Secondary Education, Guidance, Language Arts, Mathematics, Pre-Kindergarten, and Reading.
Table III - 3.	Average Daily Attendance and Average Daily Enrollment for Selected Districts* in New York State Participating in Title I Projects Compared with All Schools in the State.
Table III - 4.	Worksheet for Determining Holding Power (As included in the federal outline, this table is a worksheet for Table III - 5 and as such is not included in this report.)
Table III - 5.	Holding Power for Selected Districts* in New York State Participating in Title I Projects Compared with All Schools in the State.
Table III - 6.	1965 Graduates and Percent Entering Institutions of Higher Education for Selected Districts* in New York State Participating in Title I Projects Compared with All Schools in the State.
Table III - 7.	Results for the Most Widely Used Tests in Skills Subjects. (See Appendix B for a partial treatment of these results.)
Table III - 8.	The Five Most Commonly Mentioned Project Objectives Funded Under Title I in New York State with an Analysis of the Most Commonly Used Approaches to Reach These Objectives.

*Selected Districts are those which received Title I allocation of $200,000 or more.

TABLE III - 1. For a selected sample of representative projects in skill development subjects and attitudinal and behavioral development, indicate the number of projects that employed each of the specified types of standardized tests and other measures.

Table III - 1.

The Number of Projects that Employed Standardized Tests and Other Measures Tabulated by Grade Level Grouping.

	PROJECTS IN: SKILL DEVELOPMENT SUBJECTS					PROJECTS IN: ATTITUDINAL & BEHAVIORAL DEVELOP.				
Measures	Pre-K/ Kind.	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12	Pre-K/ Kind.	Grades 1-3	Grades 4-6	Grades 7-9	Grades 10-12
1. Standardized Tests and Inventories										
a. Achievement	47	351	369	240	90	7	33	41	31	12
b. Intelligence	42	153	158	98	46	18	32	38	26	11
c. Aptitude	13	27	33	32	18	6	15	17	17	6
d. Interest	4	20	24	24	16	7	19	22	22	13
e. Attitude	3	17	18	14	8	11	27	34	23	16
f. Others[1]	33	95	84	47	25	20	23	19	12	8

[1] The most frequently mentioned standard tests were the Frostig tests, California Test of Personality, SRA Youth Inventory and the Wepman Auditory Discrimination Test. In addition many different diagnostic reading tests and individual psychological tests were mentioned.

2. Other Tests a. Locally Devised Tests	20	68	72	53	28	7	16	22	17	10
b. Teacher Made Tests	45	244	260	209	96	17	24	34	23	11
c. Others[2] (Specify)	11	43	53	33	21	3	6	7	7	1

[2] Most frequently mentioned were the New York State Regents Examinations and the New York State Pupil Evaluation Tests as well as various speech and hearing tests.

3. Other Measures a. Teacher R Ratings	93	309	320	221	100	68	124	140	97	50
b. Anecodotal Records	106	291	301	179	86	91	140	152	102	54
c. Observer Reports	74	197	204	132	65	74	114	124	88	54
d. Others[3] (Specify)	15	61	66	46	21	25	43	50	50	26

[3] Among those mentioned were: case study, pupil questionnaires, parent questionnaires, interviews, observer checklists, attendance records.

TABLE III - 2. Summary of Effectiveness for Types of Projects

For major types of projects (reading, guidance services, etc.) construct tables summarizing the numbers of projects that showed substantial progress in achieving their objective, showed some progress in achieving their objective, and showed little or no progress in achieving their objective.

Table III - 2.

Summaries of Effectiveness by Primary Objective and by Grade Level Grouping for Selected Projects in Cultural Enrichment, General Elementary and Secondary Education, Guidance, Language Arts, Mathematics, Pre-Kindergarten, and Reading.

Table III - 2. (Cont'd)

	Type of Project: Reading **Objective:** To improve performance as measured by standardized achievement tests.			**Type of Project:** Reading **Objective:** To improve classroom performance in reading beyond usual expectations.			**Type of Project:** Reading **Objective:** To improve classroom performance in other skill areas beyond usual expectations.		
School Level	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved
Preschool	1	3	1	5	8	6	4	2	1
Grades 1-3	31	31	16	94	105	33	17	15	6
Grades 4-6	29	33	15	95	85	31	18	16	5
Grades 7-9	12	12	6	55	73	21	13	10	3
Grades 10-12	4	5	5	22	37	9	5	3	2
Totals	77	84	43	271	308	100	57	46	17

Table III - 2. (Cont'd)

	Type of Project: Reading **Objective:** Other achievement objectives.			**Type of Project:** Reading **Objective:** To improve performance as measured by standardized tests of intellectual ability.			**Type of Project:** Reading **Objective:** To improve children's verbal functioning.		
School Level	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved
Preschool							1		
Grades 1-3	1	1	2	2			4	5	2
Grades 4-6	2	1	2	2			8	5	3
Grades 7-9				1	1		6	5	4
Grades 10-12					1	1	4	1	1
Totals	3	2	4	5	2	1	23	16	10

Table III - 2. (Cont'd)

	Type of Project: Reading **Objective:** To improve the children's self-image.			**Type of Project:** Reading **Objective:** To change (in a positive direction) their attitudes toward school and education.			**Type of Project:** Reading **Objective:** To raise their occupational and/or educational aspirational levels.		
School Level	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved
Preschool	3	1	1	2					
Grades 1-3	5	1	1	14	8	3	2	1	
Grades 4-6	4	1	1	11	7	2	3	2	
Grades 7-9	3	1	1	7	6		3	4	1
Grades 10-12				4	3		2	1	
Totals	15	4	4	38	24	5	10	8	1

Table III - 2. (Cont'd)

	Type of Project: Reading **Objective:** To increase their expectations of success in school.			**Type of Project:** Reading **Objective:** To improve the children's emotional and social stability and/or that of their families.			**Type of Project:** Reading **Objective:** Other objectives related to learning conditions.		
School Level	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved
Preschool	5							1	
Grades 1-3	4	1	1		1	1	1	1	
Grades 4-6	3	2	1		1	1	2		
Grades 7-9	2			2	2		1	1	
Grades 10-12					3		1	1	1
Totals	14	3	2	2	7	2	5	4	1

Table III - 2. (Cont'd)

	Type of Project: Cultural Enrichment **Objective:** To improve performance as measured by standardized achievement tests.			**Type of Project:** Cultural Enrichment **Objective:** To improve classroom performance in other skill areas beyond usual expectations.			**Type of Project:** Cultural Enrichment **Objective:** To improve performance as measured by standardized tests of intellectual ability.		
School Level	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved
Preschool									
Grades 1-3	3			3	1		1	1	
Grades 4-6	3			5	1		1	2	
Grades 7-9	2	1		2	1		3	1	
Grades 10-12	2		1	2	1				
Totals	10	1	1	12	4		5	4	

Table III - 2. (Cont'd)

	Type of Project: Cultural Enrichment **Objective:** To change (in a positive direction) their attitudes toward school and education.			**Type of Project:** Cultural Enrichment **Objective:** To raise their occupational and/or educational aspirational levels.			**Type of Project:** Cultural Enrichment **Objective:** To increase their expectations of success in school.		
School Level	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved
Preschool	1			3			1	1	
Grades 1-3	2			10	1	1	1	2	
Grades 4-6	3			13	3	2	1	1	
Grades 7-9	2			12	1	1		1	
Grades 10-12				5	1	1		1	
Totals	8			43	6	5	3	6	

Table III - 2. (Cont'd)

	Type of Project: Cultural Enrichment **Objective:** To improve the children's emotional and social stability and/or that of their families.			**Type of Project:** General Elementary and Secondary Education **Objective:** To improve performance as measured by standardized achievement tests.			**Type of Project:** General Elementary and Secondary Education **Objective:** To improve classroom performance in reading beyond usual expectations.		
School Level	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved
Preschool		1		5	3	2	1	1	
Grades 1-3	1	1		16	17	9	10	5	4
Grades 4-6				17	18	8	9	4	3
Grades 7-9				13	12	7	2	4	1
Grades 10-12				7	7	6	1	1	
Totals	1	2		58	57	32	23	15	8

Table III - 2. (Cont'd)

	Type of Project: General Elementary and Secondary Education **Objective:** To improve classroom performance in other skill areas beyond usual expectations.			**Type of Project:** General Elementary and Secondary Education **Objective:** To improve performance as measured by standardized tests of intellectual ability.			**Type of Project:** General Elementary and Secondary Education **Objective:** To change (in a positive direction) their attitudes toward school and education.		
School Level	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved
Preschool	4	3	2				2	1	1
Grades 1-3	9	5	3	2		1	5	3	3
Grades 4-6	6	7	4	2		1	3	2	
Grades 7-9	4	4	2	1		1	3	1	1
Grades 10-12	3	3			1		3	1	1
Totals	26	22	11	5	1	3	16	8	6

Table III - 2. (Cont'd)

	Type of Project: General Elementary and Secondary Education **Objective:** To increase their expectations of success in school.			**Type of Project:** General Elementary and Secondary Education **Objective:** To improve the holding power of schools (to decrease the dropout rate)			**Type of Project:** Guidance **Objective:** To improve performance as measured by standardized achievement tests.		
School Level	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved
Preschool							1		
Grades 1-3	3	1					2		
Grades 4-6	1	2			1		1	1	
Grades 7-9				2	2			2	
Grades 10-12				2					
Totals	4	3		4	3		4	3	

Table III - 2. (Cont'd)

	Type of Project: Guidance **Objective:** To improve the children's self-image.			**Type of Project:** Guidance **Objective:** To change (in a positive direction) their attitudes toward school and education.			**Type of Project:** Guidance **Objective:** To raise their occupational and/or educational aspirational levels.		
School Level	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved
Preschool	1				1				
Grades 1-3	1			5	3	1		1	
Grades 4-6	1			5	4	1	1	1	
Grades 7-9	1	1		5	3	1		1	1
Grades 10-12				4	2	1		1	1
Totals	4	1		19	13	4	1	4	2

Table III - 2. (Cont'd)

	Type of Project: Guidance **Objective:** To improve the children's average daily attendance.			**Type of Project:** Guidance **Objective:** To improve the holding power of schools (to decrease the dropout rate)			**Type of Project:** Guidance **Objective:** To improve the children's emotional and social stability and/or that of their families.		
School Level	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved
Preschool	1							1	2
Grades 1-3	2				1		1	6	1
Grades 4-6	1			1			1	6	1
Grades 7-9	2			2			2	5	2
Grades 10-12	1			1			1	4	2
Totals	7			4	1		5	22	8

Table III - 2. (Cont'd)

	Type of Project: Language Arts **Objective:** To improve performance as measured by standardized achievement tests.			**Type of Project:** Language Arts **Objective:** To improve classroom performance in reading beyond usual expectations.			**Type of Project:** Language Arts **Objective:** To improve classroom performance in other skill areas beyond usual expectations.		
School Level	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved
Preschool					1				
Grades 1-3		3			2		2	1	1
Grades 4-6		3		1			1	2	1
Grades 7-9	1				1		1	1	2
Grades 10-12		1					1	1	2
Totals	1	7		1	4		5	5	6

Table III - 2. (Cont'd)

	Type of Project: Language Arts **Objective:** To improve children's verbal functioning.			**Type of Project:** Mathematics **Objective:** To improve performance as measured by standardized achievement tests.			**Type of Project:** Mathematics **Objective:** To improve classroom performance in other skill areas beyond usual expectations.		
School Level	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved
Preschool	2	2	1				3	3	2
Grades 1-3	4	4	3	1	4	1	3	5	2
Grades 4-6	4	3	2	4	3	3	3	3	1
Grades 7-9	4	5	3	3	4	3	1	1	1
Grades 10-12	2	1							
Totals	16	15	9	8	11	7	10	12	6

Table III - 2. (Cont'd)

	Type of Project: Mathematics **Objective:** Other objectives related to learning conditions.			**Type of Project:** Pre-Kindergarten **Objective:** To improve performance as measured by standardized achievement tests.			**Type of Project:** Pre-Kindergarten **Objective:** To improve performance as measured by standardized tests of intellectual ability.		
School Level	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved
Preschool					1		1	1	
Grades 1-3	1								
Grades 4-6	1								
Grades 7-9	1								
Grades 10-12									
Totals	3				1		1	1	

Table III - 2. (Cont'd)

	Type of Project: Pre-Kindergarten Objective: To improve children's verbal functioning.			Type of Project: Pre-Kindergarten Objective: To improve children's non-verbal functioning.			Type of Project: Pre-Kindergarten Objective: To improve the children's self-image.		
School Level	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved
Preschool	6			1			2	1	
Grades 1-3									
Grades 4-6									
Grades 7-9									
Grades 10-12									
Totals	6			1			2	1	

Table III - 2. (Cont'd)

	Type of Project: Pre-Kindergarten Objective: To change (in a positive direction) their attitudes toward school and education.			Type of Project: Pre-Kindergarten Objective: To increase their expectations of success in school.			Type of Project: Pre-Kindergarten Objective: To improve the children's emotional and social stability and/or that of their families.		
School Level	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress	Little or No Progress Achieved
Preschool		1		12	3	3	4	1	1
Grades 1-3									
Grades 4-6									
Grades 7-9									
Grades 10-12									
Totals		1		12	3	3	4	1	1

Table III - 3

Average Daily Attendance and Average Daily Enrollment for Selected[1] Districts in New York State Participating in Title I Projects Compared With All Schools in the State.

1963-64				
	Selected Districts		Entire State	
Grade	ADA	ADE	ADA	ADE
K-6	725,994	807,061	1,609,457	1,750,928
7-12	554,846	623,771	1,186,495	1,299,171
Totals	1,280,840	1,430,832	2,795,952	3,050,099

Table III - 3. (Cont'd)

1964-65				
	Selected Districts		Entire State	
Grade	ADA	ADE	ADA	ADE
K-6	737,026	817,270	1,649,147	1,790,424
7-12	544,228	626,205	1,201,918	1,331,293
Totals	1,281,254	1,443,475	2,851,065	3,121,717

Table III - 3. (Cont'd)

1965-66				
	Selected Districts		Entire State	
Grade	ADA	ADE	ADA	ADE
K-6	735,124	826,961	1,682,000*	1,828,458
7-12	550,150	623,356	1,218,000*	1,348,116
Totals	1,285,274	1,450,317	2,900,000*	3,176,574

*estimated

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[1] Selected Districts are those which received Title I allocation of $200,000 or more.

Table III - 4

Worksheet for Determining Holding Power
(As included in the federal outline, this table is a worksheet for Table III - 5 which follows and as such is not included in this report.)

Table III - 5.

Holding Power for Selected Districts in New York State Participating in Title I Projects Compared with All Districts in the State.

Ninth Grade Enrollment and Graduates
Public Schools
Selected* Districts and New York State

1960 - 1966

	Class Graduating 1964			Class Graduating 1965			Class Graduating 1966		
	9th Grade Fall 1960	Graduates 1963-64	% Grads. of 9th Grade	9th Grade Fall 1961	Graduates 1964-65	% Grads. of 9th Grade	9th Grade Fall 1962	Graduates 1965-66	% Grads. of 9th Grade
Total Selected Districts	117,239	82,193	70.1	117,597	81,449	69.3	105,421	72,573	68.8
Total State	224,698	170,698	76.0	239,664	182,525	76.2	224,029	171,147	76.4

*Selected Districts are those which received Title I allocations of $200,000 or more.

Table III - 6

1965 Graduates and Percent Entering Institutions of Higher Education for Selected[a] Districts Participating in Title I Compared with all Districts in New York State

(Information not available for 1964[b] or for 1966[c])

	1965 Graduates	Entering 4 year degree Granting	Higher 2 year Institutions	Institutions Total	Post High School Institutions
Title I	73,342	36.9	12.8	49.7	5.0
State	173,142	35.4	15.8	51.8	6.9

[a] Selected districts are those which received allocations of $200,000 or more.

[b] New York State data for 1963-64 is on computer tape which does not readily identify target schools.

[c] 1965-66 data not yet available.

TABLE III - 7.

Results for the Most Widely Used Tests in Skills Subjects.

(See Appendix B for partial treatment of these results.)

TABLE III - 8.

(a) Group by project objectives (e.g. improve reading skills, improve nutritional level, improve first grade readiness, improve speech, improve chances of remaining in school) the five most commonly funded Title I projects in your State.

(b) Within each of the five categories in (a) analyze the most common approaches used to reach these objectives.

Table III - 8.

The Five Most Commonly Mentioned Project Objectives Funded Under Title I in New York State with an Analysis of the Most Commonly Used Approaches to Reach these Objectives.

Approach	Total Number of Projects	Grade Span			Operation Time		Treatment	
		Elementary	Secondary	Both	Regular Day	Summer	Specific	Other[1]
1. To improve performance as measured by standardized achievement tests - 505 projects								
Reading	138	70	17	51	50	88	Remedial Reading - 93	45
Mathematics	128	69	12	47	42	86	Remedial Reading - 92	36
General Elementary & Secondary Education	109	36	22	51	37	72	Remedial Reading - 57	52
2. To improve classroom performance in reading beyond usual expectations - 435 projects								
Reading	352	128	21	203	146	206	Remedial Reading - 201	151 (includes 41 reading library service)
In-Service Training	76	10	3	63	28	48	Teaching Techniques - 76	
3. To improve children's verbal functioning - 159 projects								
Reading	66	23	12	31	30	36	Remedial Reading - 40	26
Speech Therapy	30	7		23	13	17	Remedial Reading - 16	Speech & Reading - 10 Speech & Hearing - 4

Table III - 8. (Cont'd)

Approach	Total Number of Projects	Grade Span			Operation Time		Treatment	
		Elementary	Secondary	Both	Regular Day	Summer	Specific	Other
In-Service Training	21	5	3	13	7	14	Teaching Techniques 21	
4. To improve children's social and emotional stability and/or that of their families - 126 projects								
Guidance and Counseling	37	13	3	21	14	23		Guidance - Psychological Services- 16 Guidance - Social Work - 14
Pre-Kindergarten	33				13	20	Reading Readiness - 27 Health Services - 6	
Psychological Services	31	13	4	14	20	11		
5. To improve the physical health of the children - 100 projects								
Physical Education and Recreation	53	17	6	30	16	36	Recreation - 16 Health and Physical Fitness - 32	
Health	37	15	2	20	19	18	Combined - Health Services - 20 Health Instruction 10 Dental Services - 7	

[1] Other category includes the academic area combined with field trips, music, art, camping, etc.

APPENDIX A

New York State Publications for Implementing Title I Programs

The State of New York developed over twenty publications for use in the conduct of work involved in this Title. A listing of these publications appears on page 33 of the body of this report. Copies are available in the appropriate divisions of the State Education Department.

APPENDIX B

Test Results of the 1965 Pupil Evaluation Program in New York State

Report of the Regents Examination and Scholarship Center
Division of Educational Testing
New York State Education Department

TEST RESULTS OF THE 1965 PUPIL EVALUATION PROGRAM IN NEW YORK STATE

Preliminary Overview

Regents Examination and Scholarship Center
Division of Educational Testing
January 1967

CONTENTS

Page

INTRODUCTION.. 1
  Purpose of the Program.............................. 1
  Scope of the 1965 Testing Program.................. 2
  Definition of Educational Disadvantagement......... 3
  Cautions.. 5

PROCEDURES FOR ANALYZING AND COMPARING PUPIL ACHIEVEMENT...... 7

SIXTH-GRADE READING ACHIEVEMENT........................ 10
  Where Are the Educationally Disadvantaged Pupils?.......... 10
  Where Are the Pressures of Educational Disadvantagement the Greatest?.......... 14
  How Many School Buildings in the State Have Enrollments Containing Relatively Large Proportions of Educationally Disadvantaged Pupils?.......... 17

OTHER TEST RESULTS..................................... 19

SUMMARY.. 21

IMPLICATIONS AND FOLLOWUP.............................. 22

INTRODUCTION

Purpose of the Program

The New York State Pupil Evaluation Program was established in September 1965 to provide effective allocation, control, and evaluation procedures in the administration of ESEA Title I funds. The program provides the Department and schools with a single uniform set of test data to use in identifying "educationally disadvantaged" pupils and in locating "pockets of disadvantagement".

The test data provide a basis for determining the extent to which local project applications include programs that will be of benefit to the most seriously disadvantaged pupils in school districts. They can also help schools determine equitably the proportion of public and nonpublic school pupils in need of ESEA Title I projects.

The test data obtained during the initial stages of this program will be used as a baseline against which growth or improvement in future years can be compared. In addition, this annual testing program provides the Department and every school using ESEA Title I funds with additional information for meeting the "annual evaluation with objective measures" requirement of ESEA Title I.

The Pupil Evaluation Program, however, has a much broader purpose than to meet only the needs of ESEA Title I. It is an annual inventory of the achievement status of every pupil in selected grades in New York State. It describes in detail some of the major educational needs of children. As such, it has important functions at all levels of education, covering a wide range of educational activities, including those involved in budgetmaking, supervision, program development, and the measurement of educational quality.

Scope of the 1965 Testing Program

In the fall of 1965, all schools in New York State administered readiness tests in grade 1, reading and arithmetic achievement tests in grades 3 and 6, and reading and arithmetic minimum competence tests in grade 9. These tests, except for the readiness tests at grade 1, were survey tests developed by the State Education Department and based on New York State courses of study. The readiness tests were a special printing of a new form of the Metropolitan Readiness Tests, which was purchased by the Department.

Approximately 1,229,000 public and nonpublic school pupils enrolled in over 5,100 different school buildings were tested. This constituted about 94% of the Statewide public and nonpublic school enrollment in grades 1, 3, and 6, and 89% of the enrollment in grade 9. Pupils in CRMD classes and pupils with severe emotional or physical handicaps were exempted from the testing and omitted from the score summaries. Non-English speaking pupils were also exempted from testing. However, since such pupils may properly be considered educationally disadvantaged within the framework of this program, their scores were reported as zero and were included in the score summaries.

Each school reported the scores of its pupils to the Department on "machine readable" score distribution report forms. These forms were processed through contract with a computer service, and a summary table and a score distribution table were prepared for each school building and each school system. The tables included normative data for four to seven different reference groups of pupils so that the achievement of pupils in each school or school system - public, Roman Catholic, or other private - could be compared with that of all pupils in a school system, a school district, or a county, or with that of pupils in all schools in a similar type of community, in all public schools, in all Roman Catholic schools, or in all public and nonpublic schools in the State as a whole.

The Department provided the principal of each school building with summary and distribution reports for the pupils in his school. The chief administrative officer in each school system received a copy of the individual reports for the schools in his system, along with a combined report for all the pupils in the school system. The Department, of course, maintains a copy of each school and school system report on file in the Bureau of Pupil Testing and Advisory Services, along with Statewide summaries of the test data.

Definition of Educational Disadvantagement

A critical problem in all programs of this type is a defensible definition of the meaning of educational disadvantagement. It is clear that some practical, working criterion of disadvantagement is absolutely essential. It is also clear that the task of defining disadvantagement can be approached from different directions, and that within each different construct of disadvantagement the dividing line can be placed at varying levels. Thus, the term educationally disadvantaged may be applied with some merit to a pupil who reads fairly well but is capable of a much higher level of reading achievement. For the purposes of the present program, however, educational disadvantagement refers only to the pupil who is functioning at a relatively low level of academic achievement in the basic skills, regardless of the reason.

But what is a low level of achievement? Where should the line be drawn? In the present state of educational knowledge, we are not yet able to establish with assurance a precise level of minimum competence in each achievement area, for each individual type of pupil, and for the various purposes that the pupil and society may have in mind. Nevertheless, there are obvious advantages to be gained by making certain shrewd guesses as to what a reasonable general level of minimum competence might be in our schools today, and locating those pupils in our schools who may be functioning below this level. In terms of priorities, certainly, it can be argued that these are the pupils who are in the greatest and in the most immediate need of special attention.

Thus, in the case of reading achievement in the sixth grade, a first approximation to a minimum competence level was established by taking a point that was one standard deviation below the mean of the distribution of reading test scores of all pupils in the State. Whether achievement at this level in the particular test used constituted a defensible standard of reading achievement in terms of the pupils and the curriculum in New York State schools was then explored with the Department specialists in reading education. It was found to be their professional judgment that this was indeed a reasonable expectation for minimum competence in reading at the sixth-grade level. Accordingly, that was the standard established for minimum competence, or, obversely, educational disadvantagement. For purposes of uniformity and comparability in analysis, the same criterion was established in the other six tests used in this program.

In the State as a whole, it was found that approximately 20 percent of all pupils scored below the criterion score so established in sixth-grade reading and were consequently classified as educationally disadvantaged in this regard. In a sense, the fact that there were 20 percent may be considered an artifact of the particular definition adopted. The percentage might have been larger if a higher criterion score had been selected, or lower if a lower score had been selected. However, whether the cutoff point for minimum competence should theoretically be a little higher or a little lower is in fact quite unimportant from the practical viewpoint of the Department's purposes and functions. The primary purpose of the Department is to locate the areas within the State having the greatest number and proportion of educationally disadvantaged pupils, to identify the types of schools and communities in which pupil needs are the greatest, and subsequently to evaluate the effectiveness of educational programs designed to improve the situation. For these purposes, the definition of educational disadvantagement established here should serve quite effectively.

Cautions

1. Test results alone do not indicate the quality or effectiveness of instruction. The achievement of a single pupil or of all the pupils in a school, a community, or the State, will be the result of the interaction of at least three types of factors:

> Educational Resources - the total environment in which the school or school system is located, including community aspirations, financial support, and other socio-economic conditions,
>
> Teaching and Learning Setting - the appropriateness and quality of instruction, curriculum, supervision, organization, and other educational services provided by the school or school system,
>
> Pupil Potential - the physical, emotional, social, and mental characteristics of the pupil, including motivation, interests, readiness, attitudes, and abilities.

It is therefore well to keep in mind that while low test results do not necessarily indicate poor teaching, neither can they be casually dismissed as attributable to poor pupil potential. In each particular school situation, constructive action leading to improved educational achievement will require a realistic look at all of the factors influencing pupil achievement.

2. Paper and pencil tests - the type used in this program - although highly valid for measuring carefully delimited achievement objectives, do not measure many of the important and generally accepted goals of education.

3. The 1965 test results provide an opportunity to make comparisons of pupil performance on a single uniform Statewide scale. However, because of the technical difficulties in initiating this new Statewide testing program immediately at the beginning of the school year, many schools were unable to administer the tests within the brief period of time which would make such comparisons of results perfectly reliable. Most schools administered the tests in October, for example, while some schools, particularly those in the New York City public school system, administered the tests early in November. Small differences in the results, therefore, may be due to differences in times of administration rather than due to actual differences in achievement.

PROCEDURES FOR ANALYZING AND COMPARING PUPIL ACHIEVEMENT

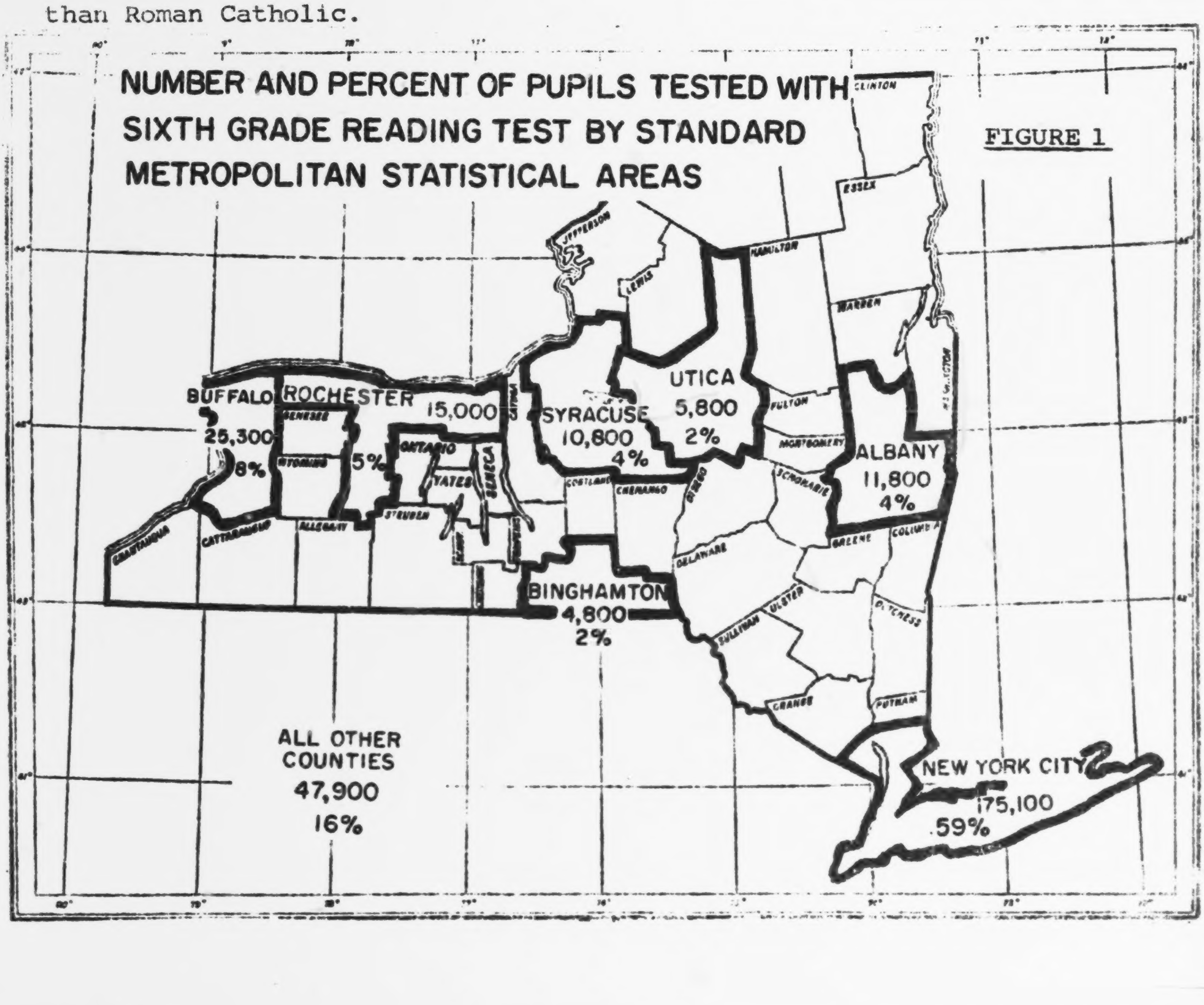
The general procedure in this report will be first to describe in detail the results for the sixth-grade reading tests. Narrowing the focus of discussion in this manner will enhance understanding of the method of analysis and of the general trend of the results. Consideration will then be given to whether significant deviations from the sixth-grade reading test pattern are found in the other tests administered.

The sixth-grade reading test was administered to 296,500 pupils, over 94 percent of the Statewide sixth-grade enrollment. The reading achievement of the pupils tested, therefore, is an accurate index of the reading achievement of all sixth-grade pupils Statewide; and in this report the number of pupils tested is used as though it were the actual enrollment.

New York State contains seven major urban areas which derive economic sustenance from the large cities within them. These Standard Metropolitan Statistical Areas are shown on the accompanying map (Figure 1), and the test results for the pupils in each of these areas are analyzed and compared in the following sections of the report. It is important to note that these seven SMSAs include only 26 counties, yet 84 percent of all the pupils in the State are enrolled in schools in these counties. The New York City SMSA alone, which includes the counties of Rockland, Westchester, Nassau, Suffolk, and the five counties of New York City, has over half (59%) of all the Statewide enrollment.

The size of a school district and the type of community in which pupils attend school are also important factors to be considered in analyzing and comparing pupil achievement. Schools, therefore, were grouped into seven different community types, ranging from schools in New York City and schools in other large cities to those in large and small rural districts. Descriptions of these community types along with the number and percent of pupils enrolled in each are provided in Table 1. As indicated, about one-third (35%) of all pupils Statewide are enrolled in schools in New York City, and another one-third (33%) in village and large central schools. Over half (54%) are enrolled in city schools and only 13% in rural schools.

The test results are also analyzed and compared according to the type of sponsorship of the school in which pupils are enrolled. As indicated in Table 2, about three-fourths of all the pupils Statewide attend public schools and only 1½% attend nonpublic schools other than Roman Catholic.



NUMBER AND PERCENT OF PUPILS TESTED WITH SIXTH GRADE READING TEST BY STANDARD METROPOLITAN STATISTICAL AREAS

FIGURE 1

BUFFALO
25,300
8%
ROCHESTER
15,000
5%
SYRACUSE
10,800
4%
UTICA
5,800
2%
ALBANY
11,800
4%
BINGHAMTON
4,800
2%
NEW YORK CITY
175,100
59%
ALL OTHER COUNTIES
47,900
16%
CLINTON
ESSEX
HAMILTON
WARREN
JEFFERSON
LEWIS
FULTON
MONTGOMERY
SCHOHARIE
GREENE
COLUMBIA
DELAWARE
ULSTER
SULLIVAN
DUTCHESS
ORANGE
PUTNAM
OTSEGO
CHENANGO
CORTLAND
GENESEE
WYOMING
ONTARIO
YATES
SENECA
STEUBEN
ALLEGANY
CATTARAUGUS
CHAUTAUQUA

TABLE 1: Number and Percent of Pupils Tested with Sixth-Grade Reading Test by Community Type

Community Type	No.Tested	Percent of Total Tested
1. New York City	103,600	35%
2. Large Size Cities (Population over 100,000)	25,000	9
3. Medium Size Cities (Population 50,000-100,000)	13,100	4
4. Small Size Cities (Population under 50,000)	17,300	6
5. Village and Large Central Schools (over 2,500 pupils)	97,800	33
6. Large Rural Schools (1,100-2,500 pupils)	26,900	9
7. Small Rural Schools (under 1,100 pupils)	12,800	4
Combined	296,500	100%

TABLE 2: Number and Percent of Pupils Tested with Sixth-Grade Reading Test by Type of School

Type of School	Number Tested	Percent of Total Tested
Public Schools	223,700	75.4%
Roman Catholic Schools	68,700	23.2
Other Private Schools	4,100	1.4
Combined	296,500	100.0%

SIXTH-GRADE READING ACHIEVEMENT

Where Are the Educationally Disadvantaged Pupils?

In New York State as a whole, a total of 58,200 pupils obtained scores in the sixth-grade reading test that placed them below the established minimum level of competence. This constitutes approximately 20% of the sixth-grade enrollment. To some degree this result represents the consequence of a particular statistical decision, but there is some educational basis for presuming that it reflects a fair picture of real educational needs among the pupils in the State. Where are these pupils with the greatest educational needs to be found in the greatest numbers in our schools?

(1) In terms of school sponsorship, 86% of the educationally disadvantaged pupils are in the public schools, which have 75% of the enrollment. (Table 3)

(2) In terms of Standard Metropolitan Statistical Areas, 70% of the educationally disadvantaged pupils in the State are in the New York City SMSA, which has 59% of the enrollment. (Table 4)

(3) In terms of community type, over half of the educationally disadvantaged pupils in the State (55%) are in the New York City school district, which has a third of the Statewide enrollment.
Only a fifth of the educationally disadvantaged pupils (18%) are in the village and large central school districts, even though these districts have a third of the State's enrollment. (Table 5)

TABLE 3: Number and Percent of Sixth-Grade Pupils Below Minimum Competence in Reading by Type of School Compared with Percent of Statewide Enrollment

Type of School	Pupils Below Minimum Competence Number	Pupils Below Minimum Competence Percent	Percent of Statewide Enrollment
Public Schools	50,200	86.3%	75.4%
Roman Catholic Schools	7,700	13.2	23.2
Other Private Schools	300	00.5	1.4
Combined	58,200	100.0%	100.0%

TABLE 4: Number and Percent of Sixth-Grade Pupils Below Minimum Competence in Reading by Standard Metropolitan Statistical Areas Compared with Percent of Statewide Enrollment

Name of SMSA	Pupils Below Minimum Competence Number	Pupils Below Minimum Competence Percent	Percent of Statewide Enrollment
Buffalo	4,200	7%	8%
Rochester	2,100	4	5
Syracuse	1,400	2	4
Binghamton	500	1	2
Utica	900	2	2
Albany	1,800	3	4
New York City	40,700	70	59
Remaining Area	6,600	11	16
Combined	58,200	100%	100%

TABLE 5: Number and Percent of Sixth-Grade Pupils Below Minimum Competence in Reading by Community Type Compared with Percent of Statewide Enrollment

Community Type	Pupils Below Minimum Competence Number	Pupils Below Minimum Competence Percent	Percent of Statewide Enrollment
New York City	31,800	55%	35%
Other Large Cities	5,000	9	9
Medium Size Cities	2,000	3	4
Small Size Cities	2,600	4	6
Village and Large Cent. Schools	10,700	18	33
Large Rural Schools	3,900	7	9
Small Rural Schools	2,200	4	4
Combined	58,200	100%	100%

A more precise picture of the location of educationally disadvantaged pupils within the State can be obtained by comparing the percent of pupils below minimum competence in the various SMSAs by both type of school sponsorship and community type. In Table 6, therefore, the test results for several community types and two types of school sponsorship have been combined into single "city", "rural", and "nonpublic" categories. A comparison of the results using this method shows that -

(1) 60% of all the educationally disadvantaged pupils are in public schools in city school districts, 15% in public schools in village and large central school districts, 10% in rural school districts, and

(2) 10% of all educationally disadvantaged pupils are in nonpublic schools in city school districts, 3% in nonpublic schools in village and large central school districts, 0.5% in nonpublic schools in rural school districts.

A still more detailed analysis of the concentration of educationally disadvantaged pupils shows that -

(1) 50% are in public schools in the cities of the New York City SMSA,

(2) 9% are in public schools in the village and large central school districts in the New York City SMSA,

(3) 8% are in nonpublic schools in the cities in the New York City SMSA,

(4) 6% are in public schools in the rural districts outside the SMSAs,

(5) 4% are in public schools in the cities of the Buffalo SMSA,

(6) 3% are in public schools in cities outside of the SMSAs, and

(7) the remaining 20% are spread throughout the State in relatively small percentages.

TABLE 6: Percent of All Sixth-Grade Pupils Statewide Below Minimum Competence in Reading in Each SMSA for Three Groups of Community Types by Type of School

	Percent of Pupils Statewide Below Minimum Competence					
	Public Schools			Nonpublic Schools		
Name of SMSA	Cities	Village & Lge.Cent.	Rural	Cities	Village & Lge.Cent.	Rural
Buffalo	3.9%	1.5%	0.5%	0.9%	0.4%	*
Rochester	1.4	1.0	0.8	0.2	0.2	*
Syracuse	0.8	0.6	0.7	0.2	0.1	*
Binghamton	0.1	0.4	0.1	*	0.1	NE
Utica	0.8	0.4	0.3	0.1	*	*
Albany	1.2	0.8	0.2	0.4	0.2	*
New York	49.6	8.6	1.5	8.1	1.8	0.2
Remaining Area	2.6	2.1	6.0	0.3	0.2	0.3
Combined	60.4%	15.4%	10.5%	10.2%	3.0%	0.5%

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* Below 0.5%

NE-No Enrollment

Where Are the Pressures of Educational Disadvantagement the Greatest?

In the preceding section, the results were analyzed to show the areas of the State and the types of schools and communities having the greatest number of disadvantaged pupils. However, the degree to which disadvantagement is a critical problem depends also upon the degree to which the enrollment is saturated with a high percent of pupils below minimum competence. A school or an area with a large number of disadvantaged pupils has a much more critical problem if this number is 50% rather than 10% of its enrollment. Where in our schools are the highest proportions of enrolled pupils found to be educationally disadvantaged? (It should be kept in mind that in the State as a whole about 20% of enrolled pupils fall below the established minimum competence level.)

(1) In terms of school sponsorship, the pressures of disadvantagement are greater in public schools, with 22% of enrollment below minimum competence, as compared with 11% and 7% in Roman Catholic schools and in other nonpublic schools, respectively. (Table 7)

(2) In terms of Standard Metropolitan Statistical Areas, the New York SMSA has more pressures from disadvantagement than any of the other metropolitan areas of the State. In the New York SMSA, 23% of the enrollment are below minimum competence, as compared with 17% in the Buffalo SMSA, 16% in the Utica SMSA, and 15% in the Albany SMSA. (Table 8)

(3) In terms of community type, the pressures of disadvantagement are the greatest in the New York City school district, which has 31% of enrollment below minimum competence. The schools in the other large cities have about the same percent of their enrollment educationally disadvantaged as in the State as a whole, while all other types have schools with a relatively smaller percent of enrollment educationally disadvantaged than in the State as a whole. (Table 9)

TABLE 7: Percent of Sixth-Grade Enrollment Below Minimum Competence in Reading in Each Type of School

Type of School	Percent of Enrollment Below Minimum Competence
Public Schools	22%
Roman Catholic Schools	11
Other Private Schools	7

TABLE 8: Percent of Sixth-Grade Enrollment Below Minimum Competence in Reading in Each SMSA

Name of SMSA	Percent of Enrollment Below Minimum Competence
Buffalo	17%
Rochester	14
Syracuse	13
Binghamton	10
Utica	16
Albany	15
New York	23
Remaining Area	14

TABLE 9: Percent of Sixth-Grade Enrollment Below Minimum Competence in Reading in Each Type of Community

Type of Community	Percent of Enrollment Below Minimum Competence
New York City	31%
Other Large Cities	20
Medium Size Cities	15
Small Size Cities	15
Village & Large Central Schools	11
Large Rural Schools	14
Small Rural Schools	17

An analysis by type of school sponsorship and community type within SMSAs (Table 10) shows that -

(1) public schools consistently have a higher percent of their enrollments below minimum competence. Specifically, the public schools in the cities of the State have 32% of their pupils educationally disadvantaged, whereas only 12% of the nonpublic school pupils in these same cities are disadvantaged.

(2) city public school systems in the New York City SMSA have the largest percent of enrollment educationally disadvantaged (37%). Cities in other SMSAs having large proportions of their public school enrollments educationally disadvantaged are Buffalo (28%) and Rochester (27%).

(3) public schools in rural districts outside of the SMSAs have 36% of their enrollment educationally disadvantaged. Although these schools have only about 4% of the Statewide enrollment, and the disadvantaged pupils in these schools constitute only 6% of all 58,200 disadvantaged pupils in the State (Table 6), it is apparent that these rural public schools have a heavy saturation of educationally disadvantaged pupils, and that they too, therefore, have serious educational problems.

TABLE 10: Percent of Sixth-Grade Enrollments Below Minimum Competence by Standard Metropolitan Statistical Area, Type of School Sponsorship, and Community Type

	Percent of Enrollment Below Minimum Competence						
	Public Schools			Nonpublic Schools			
Name of SMSA	Cities	Village & Lge.Cent.	Rural	Cities	Village & Lge.Cent.	Rural	All Schools Combined
Buffalo	28%	12%	13%	12%	8%	10%	17%
Rochester	27	11	20	8	4	7	14
Syracuse	22	10	16	9	6	1	13
Binghamton	8	11	12	6	5	NE	10
Utica	20	11	14	12	7	19	16
Albany	23	11	14	12	13	4	15
New York	37	12	13	14	8	7	23
Remaining Area	17	13	36	8	8	13	14
Combined	32%	12%	16%	12%	7%	10%	20%

NE - No Enrollment

How Many School Buildings in the State Have Enrollments Containing Relatively Large Proportions of Educationally Disadvantaged Pupils?

The basic unit in educational administration is the individual school building. Since, in the State as a whole, about 20% of the sixth-grade pupils are considered to be below minimum competence in reading, the average school building principal might expect to find about 20% of the enrollment in his school below minimum competence. However, a building principal who finds a significantly larger proportion of his enrollment below minimum competence has an especially serious educational problem. The picture of educational disadvantagement in the State would not be complete, therefore, without some analysis of the situation with respect to the distribution of test results by individual school buildings.

How many school buildings are there in the State in which the principal needs special help because of a disproportionately large number of educationally disadvantaged pupils? A review of the percent of pupils below minimum competence in the 3575 school buildings with sixth-grade pupils shows that -

(1) 525 buildings, roughly one-seventh, have more than 30% of their enrollments below minimum competence, and

(2) 226 buildings have more than 50% of their enrollments below minimum competence, and

(3) 65 buildings have 70% or more of their enrollments below minimum competence. (Table 11)

As may be anticipated from the general distribution of disadvantaged pupils in the State, the greatest concentration of schools with the heaviest saturation of disadvantaged pupils is found in the New York City public school system. While the

New York City public schools have 15% of the school buildings in the State, they include 56% of the school buildings with heaviest saturations of disadvantaged pupils.

TABLE 11: Number of School Buildings with Relatively Large Proportions of Enrollment Below Minimum Competence in Sixth-Grade Reading

Type of School	Total School Buildings	No. of School Buildings by Percent of Enrollment Below Minimum Competence			
		31-50%	51-70%	Over 70%	Total
Public					
New York City	541	120	130	43	293
All other	1787	112	23	4	139
Combined	2328	232	153	47	432
Roman Catholic	1081	58	6	12	76
Other Private	166	9	2	6	17
Combined	3575	299	161	65	525

OTHER TEST RESULTS

Although the percents of pupils below minimum competence obtained on the other tests varied both within and between schools and school systems from the percents obtained on the sixth-grade reading test, the Statewide patterns on each test from grade to grade and subject to subject are generally the same as those described in detail for the sixth-grade reading test. The largest deviation occurred in the ninth grade, where the results most likely reflect the selective admission policies of nonpublic schools.

As indicated in Table 12, the percents of all pupils below minimum competence Statewide who are attending public schools increase from a range of 84 - 87% for grades 1, 3, and 6 to 95 - 97% for grade 9, while the percents attending nonpublic schools Statewide decrease from a range of 13 - 16% to 3 - 5%. In comparisons by SMSAs and community types, (Tables 13 and 14), the percents of pupils below minimum competence are sufficiently consistent to assume that similar detailed analyses of the results for the other tests would produce no other new and significant information.

TABLE 12: Percent of All Pupils Below Minimum Competence Statewide in First Grade Readiness and Third, Sixth, and Ninth Grade Reading and Arithmetic by Type of School Sponsorship

		Percent of All Pupils Below Minimum Competence Statewide		
Grade	Test	Public	Nonpublic	Total
1	Readiness	87%	13%	100%
3	Reading	86	14	100
3	Arithmetic	85	15	100
6	Reading	86	14	100
6	Arithmetic	84	16	100
9	Reading	97	3	100
9	Arithmetic	95	5	100

TABLE 13: Percent of Pupils Below Minimum Competence Statewide in First Grade Readiness and Third, Sixth, and Ninth Grade Reading and Arithmetic by SMSA

		Percent of Pupils Below Minimum Competence							
Grade	Test	Bflo.	Roch.	Syr.	Bing.	Utica	Alb.	NYC	Remain.
1	Readiness	8	3	2	1	1	2	71	12
3	Reading	7	4	2	1	1	3	71	11
3	Arithmetic	6	4	1	1	1	2	77	8
6	Reading	7	4	2	1	2	3	70	11
6	Arithmetic	6	4	2	1	2	3	72	10
9	Reading	6	3	2	1	1	3	72	12
9	Arithmetic	6	3	2	1	1	3	74	10

TABLE 14: Percent of Pupils Below Minimum Competence Statewide in First Grade Readiness and Third, Sixth, and Ninth Grade Reading and Arithmetic by Community Type

		Percent of Pupils Below Minimum Competence						
Grade	Test	NYC	Large Cities	Med. Cities	Small Cities	Vil.& Lge.Cent.	Large Rural	Small Rural
1	Readiness	61	14	3	5	12	3	2
3	Reading	56	9	3	5	18	6	3
3	Arithmetic	64	9	4	3	13	4	3
6	Reading	55	9	3	4	18	7	4
6	Arithmetic	57	8	3	4	18	6	4
9	Reading	58	7	3	4	18	6	4
9	Arithmetic	59	7	3	4	19	5	3

SUMMARY

Educational disadvantagement has been defined in terms of performance below established levels of minimum competence on tests of reading and arithmetic achievement administered to all pupils in grades 1, 3, 6, and 9 in New York State in the fall of 1965. The distribution of educationally disadvantaged pupils would, of course, be expected to follow generally the distribution of enrollments in the school districts of the State. Even with due consideration for relative enrollments, however, certain patterns of disadvantagement are indicated.

The public schools have relatively higher proportions of educationally disadvantaged pupils in their enrollments than the nonpublic schools. The schools in the nine counties of the New York City Standard Metropolitan Statistical Area have higher proportions of educationally disadvantaged pupils than other Standard Metropolitan Statistical Areas in the State. And with regard to schools in various types of communities, the largest proportions of disadvantaged pupils are generally found in the city public schools in the 26 counties in the major metropolitan areas of the State, and in the rural public schools in the 36 counties outside these areas. Some 225 school buildings in the State have more than 50% of their enrollments educationally disadvantaged, and over three-fourths of these schools are in the New York City public school system.

IMPLICATIONS AND FOLLOWUP

Test scores provide only an incomplete picture of any educational situation. They may indicate areas of possible educational weakness, but in themselves they do not reveal causes or suggest remedies. Thus, the 1965 pupil evaluation test results furnish a number of clues as to areas of educational need in the State of New York. The implications for leadership and action, both in the Department and at the local level, are broad indeed - in terms of curricular development, supervision, school district reorganization, integration, ESEA projects, and financial aid formulas. What is needed is a careful interpretation of the test results in terms of the specifics and the dynamics of particular school situations, leading to a fuller understanding of the educational factors involved, followed by constructive measures effectively designed to achieve improvement. The extent to which such improvement has in fact been accomplished will be measured by the test results obtained in future years.